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ABSTRACT

This manual on teacher evaluation is limited to selected aspects of instruction that are evident in classrooms, including teaching behaviors, pupil perceptions about instruction, classroom transactions involving pupils and teachers, and evidence of short- and long-term planning. The focus is upon those aspects of instruction that research has shown to be consistently related to effective teaching. The first chapter offers an overview of the manual. Chatper 2 discusses the purposes of evaluation in detail and the various types of evaluation, including observation, self-assessment, and student perceptions. The third chapter provides an outline of planning activities required for the development or revision of a district's policy and guidelines and procedures for evaluating teaching performance. In the fourth chapter, 19 suggested criteria for use in evaluating teaching performance are presented. Chapter 5 discusses the selection of instruments for evaluation proceedings, and the sixth chapter discusses post-observation activities. A substantial reference list of writings on teacher effectiveness and evaluation procedures is provided, as well as a description of the videotapes used in this program. (JD)

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PLANNING FOR AN EVALUATION OF TEACHING PERFORMANCE

VOLUME I

A Manual of Guidelines

SP 027 591

Planning Services

Alberta
EDUCATION

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PLANNING FOR AN EVALUATION OF TEACHING PERFORMANCE

VOLUME I

A Manual of Guidelines

Prepared by

I. Yuzdepski

and

L. Elliott

Planning Services Branch

Alberta Education

August, 1985

Except for the quotations which appear on pages 1, 5, and 10, the contents of this Manual are not intended to imply, either explicitly or otherwise, Alberta Education policy regarding evaluation of teaching performance.

ACKNOWLEDGEMENTS

The interest, cooperation and participation of several groups and individuals were required in the development of this publication.

Personnel from school systems who participated in piloting the materials in 1984-85 provided informative feedback. The staff of Library Services (Alberta Education) was unstinting in its efforts to track down resources. The advice and reactions provided by consultants from the Program Delivery Division of Alberta Education, including consultants from Regional Offices is acknowledged. The Edmonton Regional Office solicited valuable advice from a number of school superintendents and this aided in providing a focus and direction for initial drafts. An Educational Administration 521 class and its professor also contributed reactions. David Matheson, an administrative intern, provided valuable service in reviewing more than 100 instruments.

Addison-Wesley Publishing Company extended permission to reproduce extracts from the book entitled, Evaluating Classroom Instruction: A Sourcebook of Instruments (Gary D. Borich and Susan K. Madden, 1977). Since a most challenging aspect in developing procedures for evaluating teaching is concerned with how to gather appropriate information, the authors are grateful for the contribution from this publisher.

Finally, sincere appreciation is expressed to Dilshah Bandali, Cindy Kamphius and the secretarial and support staff of Alberta Education, who ably handled successive revisions of this publication.

FOREWORD

Planning for an Evaluation of Teaching Performance comprises four separately bound volumes: A Manual of Guidelines, (Vol. I); Teacher Effectiveness: Annotated Bibliography and References, (Vol. II); Evaluation Procedures: Annotated Bibliography and References, (Vol. III); and Summaries of Instruments for Use in Evaluating Teaching Performance, (Vol. IV).

The content is delimited to gathering and interpreting information about teaching and learning in classroom settings. The main focus is on behaviors of teachers that research has shown to be consistently associated with academic learning by pupils. Some attention is also directed to several classroom behaviors of pupils often found to correlate with effective learning.

The contents of the publication are intended to be used as guidelines. Readers should feel free to reject, adapt or adopt the ideas communicated as local needs dictate. All school jurisdictions have policy and structures in place for evaluating teaching performance. Hence, selections from these volumes might be identified and used in reviewing local policies, guidelines and procedures.

The companion publication, Evaluating and Improving Teaching Performance: An Inservice Kit, by Dr. Laurie Mireau is designed primarily for inservice settings. The Inservice Kit is designed for "hands-on" experience by individuals and by groups at the school and district levels. The Kit illustrates and emphasizes practical considerations and procedures useful in evaluating classroom activities and for integrating these with supervision of instruction.

An integral part of the Kit is a set of 30 videotapes (14 training tapes and 16 demonstration tapes) involving eleven classroom teachers in Edmonton Public Schools. The reader is directed to A Manual of Guidelines, (Vol. I), Appendix 2, for detailed descriptions of the 30 videotapes. Sets of videotapes may be purchased from the School Book Branch, Alberta Education, 10410 - 121 Street, Edmonton, Alberta T5N 1L2 (Phone 403/427-2767). Purchase order forms should specify the following: number of sets, title (Evaluating and Improving Teaching Performance: Inservice Kit), format (½ inch VHS or Beta) and Attention: Mr. Ralph Goddard. The price of $400.00 per set includes containers and shipping.

Table Of Contents

PLANNING FOR AN EVALUATION OF TEACHING PERFORMANCE

VOL I. A Manual of Guidelines

Chapter Page

1. Introduction and Overview 1

2. Purposes and Types of Evaluations 5

3. Planning 15

4. Criteria for Use in Evaluating Teaching Performance 51

5. Understanding Observation Activities 62

6. Post Observation Activities 77

References

Teacher Effectiveness 83

Evaluation Procedures 108

General 128

Appendices

1. (a) Goals of Schooling 134

1. (b) Goals of Education 135

1. (c) The Goals of Schooling and Education Classified According to the Four Domains of the Outcomes of Education 136

1. (d) Outcomes of Education: Four Domains and Indicators Used in Their Measurement 137

2. A Description of the 30 Videotapes Produced by Dr. L. Mireau for Alberta Education as Part of an Administrator Training Package Entitled, Evaluating and Improving Teaching Performance: An Inservice Kit 138

Chapter 1

INTRODUCTION AND OVERVIEW

Introduction

To further improve the quality of education provided to students in Alberta, Alberta Education, in co-operation with school jurisdictions initiated the development of policies, guidelines, and procedures for the evaluation of students, teachers, schools, school systems, and programs.

For the background of provincial evaluation policies, and the policy and guidelines specifically for teacher evaluation, the reader is directed to Alberta Education Program Policy Manual, Third Edition 1985 (86, 90-91).

The original document Evaluation of Teaching Performance: A Manual of Guidelines was part of a pilot project which was field tested in 1984-85. Feedback from participating school jurisdictions indicated that the Manual was particularly useful as reference material. This function has been further extended in this revised edition. As with the original, this publication is intended to complement the Inservice Kit developed by L. Mireau now entitled Evaluating and Improving Teaching Performance.

Planning for an Evaluation of Teaching Performance, (Vols. I, II, III, IV) may be used by school jurisdictions to revise, adapt or redesign their local policies, guidelines, and procedures for the evaluation of individual teaching performance. The Manual of Guidelines, (Vol. I) emphasizes consideration of procedures that may be selected or adapted in accomplishing teacher evaluation policies that:

(a) will be applicable to all teachers;
(b) will be fair and consistent in application;
(c) should permit consultation with teachers in the development of policy, guidelines, and procedures;
(d) will ensure that the evaluation report is made available to the teacher in question after its completion; and
(e) will be consistent with the principles of natural justice and provide an appeal mechanism.

Alberta Education Program Policy Manual, Third Edition 1985 (90-91).

Further, the annotated bibliographies (Vols. II and III), Teacher Effectiveness and Evaluation Procedures, provide additional information which may be useful to school boards and potential evaluators. Annotations include references regarding staff development and inservice activities for both administrators and teachers. Summaries of Instruments for Use in Evaluating Teaching Performance, (Vol. IV)) provides summaries and descriptions of observation instruments which should prove useful to local jurisdictions developing their own instruments for recording observations for evaluating teaching performance.

NOTE: - Terms such as "must" and "shall" are not implied in subsequent sections of this Manual. As noted in the Foreword, users of the Manual should feel free to reject, adapt or adopt the suggestions communicated. Local needs will dictate which suggestions are appropriate. The contents are not intended to be prescriptive.

Delimitations of the Manual

The Manual has been delimited to selected aspects of instruction that are evident in classrooms, including teaching strategies and tactics that are readily apparent, teaching behaviors, pupil perceptions about instruction, classroom transactions involving pupils and teachers, and evidence of short-and long-term planning.

The intent is to provide for valid measurement of teaching performance and an objective analysis of a lesson(s) using various observation and recording procedures which may include video or audiotape. One of the assets of such objectivity is its key role in clinical supervision. Emphasis on objectivity, for example, helps reduce the criticism that a supervisor's efforts are subjective in nature and intent. Data-based decision-making is encouraged throughout.

A second delimitation is the focus on only those aspects of instruction that research has shown to be consistently related to effective teaching. These research findings represent the **best** indications of effective teaching at the present time, but are, of course, subject to modification as a result of further research. The research literature often refer to these aspects of instruction as "teacher effectiveness criteria". The personal qualities and out-of-class behaviors of the teacher have **not** been included.

A third delimitation is imposed by the teaching performance criteria referenced and used later. The criteria selected for inclusion in the Manual are based on studies demonstrating linkages with only some of the Goals of Schooling. The outcome criteria used in these studies apply primarily to reading, arithmetic, and language in the lower elementary grades.

The 19 criteria which represent effective teaching behaviors identified in this Manual serve as the organizing principle for a) Teacher Effectiveness: Annotated Bibliography and References, (Volume II), and b) Summaries of Instruments for Use in Evaluating Teaching Performance, (Volume IV). The intent is to provide the reader with critical criteria categorized in a manageable format for developing plans for evaluation and follow-up consultation and inservice. Of more importance than the "number" of criteria is teacher involvement in the process.

It should be noted, however, that Teacher Effectiveness: Annotated Bibliography and References, (Volume II) does present research studies at the junior and senior high grade levels and in almost all subject areas.

As well, the investigations referenced do not include the important areas of development in the affective domain. The implication to users of the Manual is that if other types of learning outcomes are assigned priority then other and more appropriate teaching behaviors and classroom transactions may need to be selected for attention.

For a clearer understanding of the nature of the third delimitation the teacher is directed to Appendix I, which includes a) Goals of Schooling, b) Goals of Education, c) The Goals of Schooling Classified According to the Four Domains of the Outcomes of Education, and d) Outcomes of Education: Four Domains and Indicators Used in Their Measurement.

Finally, it is a truism that the focus and type of evaluation procedures adopted by a district will surely influence what takes place in classrooms. Teachers might well tend to teach according to the foci selected for evaluation.

An Overview of this Manual of Guidelines (Vol. 1)

Each Chapter in Volume I is now briefly described beginning with Chapter 2.

Chapter 2: Purposes and Types of Evaluations

Evaluation provides information to decision-makers. Two types of purposes associated with the evaluation of teaching performance are: 1) evaluation to provide a basis for personnel decisions and to meet the needs of accountability; and 2) evaluation to provide a basis for decisions concerning the professional development of teachers. Chapter 2 discusses the purposes of evaluation in more detail. Types of evaluations based on "who" observes teaching behaviors and classroom transactions are also reviewed. These include supervisor observation, peer observation, self-assessment, and student perceptions. Data collection other than observation is briefly examined.

Chapter 3: Planning

Chapter 3 provides a possible outline of planning activities required for the development or revision of a district's policy, guidelines and procedures for evaluating teaching performance. The planning procedures are intended to address needs at both the district (organizational) and individual levels. An inservice workshop agenda for administrators, supervising teachers, and interns, proposed by the University of Lethbridge, is also included.

Chapter 4: Criteria for Use in Evaluating Teaching Performance

Nineteen suggested criteria for use in evaluating teaching performance are described. These criteria are those identified from empirically based research as being associated with effective teaching. These criteria indicate teaching behaviors and classroom conditions under the control of the teacher that have shown over a number of studies to be consistently related to pupil learning.

Chapter 5: Understanding Observation Methods

Instrument selection is an important part of the supervision procedure and each type of instrument has advantages and disadvantages that should be considered. The following four observation types are examined and examples provided: a) rating scales, b) frequency tabulation, c) checklists, and d) free-response, narrative, or anecdotal statements.

Chapter 6: Post Observation Activities

Activities such as analysis and interpretation of data, conferencing, and record keeping are discussed in detail.

Chapter 2

PURPOSES AND TYPES OF EVALUATIONS

Evaluation Defined

What is evaluation? Can guidelines be derived from a definition of the term? The Alberta Education Program/Policy Monitoring Handbook, Special Needs Programs 1985, states:

> "Evaluation" provides a judgement regarding the adequacy of results in relation to standards and objectives. Its prime purpose is to improve future performance (p. 49).

Two key components which the majority of definitions encompass are "judgement" and "standards".

Judgement or "valuing" is the determination of merit or worth, based on information. Historically, such judgements were often solely intuitive - the "gut-level" judgement. While such judgements will continue to be a valuable source of information other sources are available and should be utilized.

Secondly, a judgement regarding the adequacy of results requires a basis in standards and objectives.

The following example illustrates how an absolute standard may be used in the evaluating achievement of a district objective:

Objective:	The classroom teacher will provide an orderly but emotionally supportive environment for the child.
Broad/Global Characteristic:	Warm emotional climate.
Summary Measures of Behavior/Standards:	A. At least ______% of the teacher affect expressed will be positive. B. Teacher will express no more than ______ items of negative affect per observation period.
Specific Items of Behavior:	A. 1) Says "Thank you" etc. 2) Praises child. 3) Smiles, laughs, nods. B. 1) Criticizes, blames. 2. Yells. 3. Scolds, humiliates.

For more information on the observation instrument from which these examples were excerpted, see the description of Florida Climate and Control System in Volume IV.

Some of the other sources of the required standards are:

a) baseline information describing the types and levels of teaching behaviors that precede, for example, a sequence of inservice and self-improvement activities. This provides a normative type standard for use as a referent in documenting the extent that teaching performance has improved as a consequence of the inservice.

A number of such teaching behaviors are discussed in research studies located in Teacher Effectiveness: Annotated Bibliography and References, (Volume II), particularly in the category of Classroom Management.

b) specifications about intended teaching activities and classroom transactions.

Generally this is a component of the clinical supervision cycle. At the preobservation conference, specifications may be jointly formulated by the teacher and evaluator.

Currently, researchers in and practitioners of evaluation include in their definition the systematic collection and analysis of information to assist in making a decision. The information collected may be qualitative or quantitative in nature, but the data are collected systematically. There is a strong preference among those in this field that evaluations have utility; that evaluations provide information useful to decision makers. Types of decisions and other implications of the use of the term will be discussed later and in more detail.

Identification of Purposes

Presently there is consensus regarding two different types of purposes for teacher evaluation, ensconced in the literature as summative (for management decisions) and formative (for improvement of instruction). The decisions made occur at both the organizational and individual levels. Chart 1 illustrates the foci for decisions. Yet it should be recognized that these may be artificial distinctions. Teacher evaluation may apply to groups of teachers as well as individuals or whole schools, and may represent degrees of combined improvement and accountability concerns (as when promotion decisions are linked to improvement efforts).

There is, however, continuing debate as to whether a well designed evaluation plan can serve both purposes, or that different standards of adequacy and evidence require two distinct evaluation plans.

Currently there are some researchers (Wise and Darling-Hammond, 1984-85) who recommend that a single set of broad criteria be adopted for making judgements of "minimal competence". Such criteria should be standardized, generalizable and uniformly applied. They suggest that beyond minimal competence lie increasing degrees of competence and that the finer distinctions among good, better, and outstanding teachers require nonstandardized applications of differential criteria.

To readers familiar with R. Manatt's Supervising the Marginal Teacher, it would appear that at least a portion of what could be described as "minimal competence" (for that particular district) is M. Hunter's "Seven Steps to Lesson Design." In this videotape, the evaluators utilize observation instruments to record adherence to M. Hunter's lesson design -- the required standard.

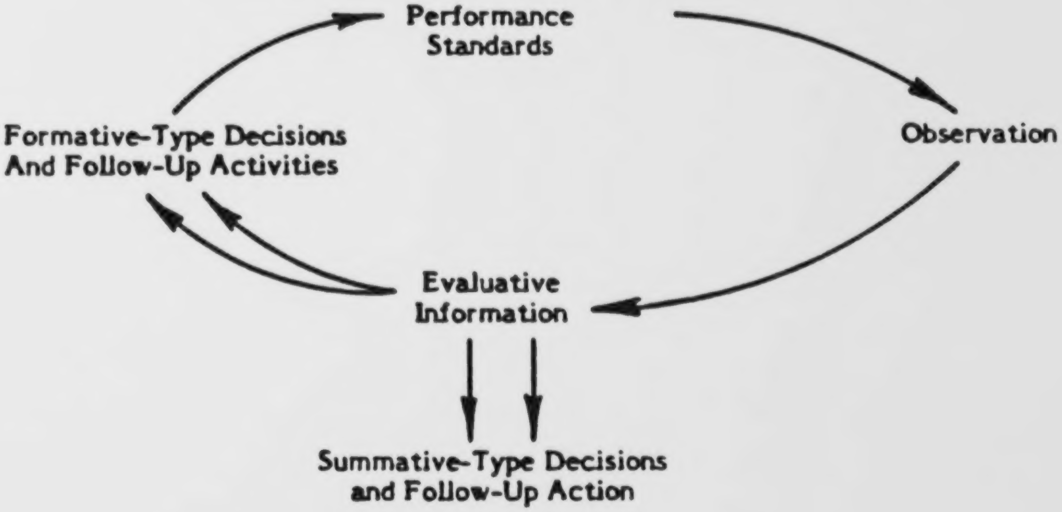
PURPOSE	**Improvement**	**Accountability**
LEVEL	Decisions re:	Decisions re:
Individual	Inservice; individual and school staff development; allocation of resources by the school; and classroom level program development and revision; etc.	1. Certification/Tenure 2. Modification of assignments 2.1 promotion 2.2 transfer 2.3 reduction/increase of load 3. Recognition of excellence 4. Release (consistent with the principles of natural justice)
	Decisions re:	Decisions re:
Organizational	Group Inservice; allocation of resources; school or district program development and revision; etc.	1. Staff allocation 2. Changes in processes (e.g. teaching) in specific program 3. Program evaluation 4. Validation of the teacher selection process

Chart 1. Basic Purposes for Teacher Evaluation

Both types of purposes require an appropriate information base for decision-making. It has been argued that it is the type of decision required and not the antecedent information gathered that distinguishes between management and developmental sets of purposes. Thus the same information may be used to serve either purpose.

For example, frequently, summative-type decisions follow only after a series of formative-type evaluations have been made. The diagram below illustrates this linkage.

Cycle for Evaluation of Teacher Performance


Performance Standards
Formative-Type Decisions And Follow-Up Activities
Observation
Evaluative Information
Summative-Type Decisions and Follow-Up Action

Time permitting, the above sequence would ideally have the evaluator conducting a series of formative-type evaluations with each attending to specific aspects of instruction. The result would be an aggregation of detailed, analytical information required as a basis for conferencing and supervising instruction. This source of information could provide an adequate basis for the global, overall ratings required for summative evaluations.

Both purposes are legitimate. Both contribute to the improvement of student growth. However, if a program of teacher evaluation is to be successful, the **purposes** of the program must be **identified**, **discussed**, and **agreed** upon by all who are involved in the process. Statements of purpose that are clear, precise, and complete are more likely to produce a sound basis for open communication, co-operative relationships, and effective programs.

In some studies, supervisors saw merit in a team approach to some management-type evaluations because the team shared the responsibility for making difficult judgements while reducing the risk of a teacher receiving a prejudicial evaluation from one supervisor. Independent evaluations by several competent evaluators will enhance the reliability of the information gathered. As a consequence, a more valid appraisal is likely.

Many of those who insist a clear distinction be made regarding "summative" and "formative" evaluations also argue that the same person(s) should not do both. Others, particularly those focusing on a "school effectiveness" program, recommend that it should be the same person, specifically the principal. Whatever the purpose, and whoever the evaluator, it is imperative that data be systematically collected.

Systematic Collection of Information

Collecting and processing information in a systematic manner, a condition included in one definition for evaluation, represents a contrast to haphazard, incomplete, and unplanned activity. Evaluation, like most endeavours in education, is not new. The "new look" in evaluation results from changes in emphasis in collecting relevant information and in increased accountability. This requires the need for a plan, an evaluation design, and a defensible set of procedures.

Key Aspects of an Evaluation Plan

Having an evaluation plan in place indicates that the evaluation process is formalized in advance of implementation. To devise or redesign such a plan the reader is directed to the next chapter, "Planning". At this point, several aspects that administrators and educational researchers (Newberry, 1984; Beckham, 1981; Natrielle and Dornsbusch, 1980-81) caution must be contained in an evaluation plan are discussed.

1. **The teacher must have prior knowledge of the selected criteria and processes employed.** This should include the overall district's goals and objectives as well as the school's evaluation plan and process. It has been suggested that administrators devise systems in which the procedures are sufficiently specific to produce general agreement and consistency among different evaluators. This may be accomplished by developing a plan which clarifies task allocations and the criteria used for assessing performance. In addition, the plan should be reviewed periodically to provide for changing district and school priorities.

2. **The teacher must be aware of the intended purpose of the evaluation.** In other words, the type of decision(s) which can be expected following the evaluation should be communicated.

3. **The teacher must have an opportunity to consider and adopt the recommendations.** Generally it is agreed that "marginal" teachers should be identified quickly at the beginning of a school term. Evaluators must then provide feedback, even negative feedback, more frequently than is probably the case now. Studies show that almost all teachers indicate a need for more feedback.

   Increasingly, there has been a concentrated focus to incorporate the evaluation process within the clinical supervision model (preobservation conference, observation, evaluation, postobservation conference, inservice cycle). The Audio-Visual Section of the Teacher Effectiveness: Annotated Bibliography and References, (Vol. II) provides descriptions of materials which may be utilized for inservice activities and staff development. These descriptions have been categorized according to the 19 criteria of teaching effectiveness and listed for reader convenience. There has been no attempt to evaluate the materials.

4. **The evaluation procedures must provide for appeal of judgements made.** The Alberta Education teacher evaluation policy guidelines state that local teacher evaluation policies "will be consistent with the principles of natural justice and provide an appeal mechanism." The Alberta Education Program Policy Manual, Third Edition (94) includes the following definition:

> The Rules of Natural Justice or the duty to be fair means that a person, tribunal or other entity charged with adjudicating disputes between persons whose legal rights and interests may be affected must give those persons a reasonable opportunity of presenting their case, listen fairly to both sides and reach a decision untainted by bias.

5. **Evaluation statements must be documented.** Data systematically collected permits a more objective analysis and facilitates report writing. Chapters 5 and 6 of this Manual include information in this area. L. Mireau's Inservice Kit, Evaluating and Improving Teaching Performance, contains a section on the writing of reports. As well, the reader is directed to Evaluation Procedures: Annotated Bibliography and References, (Vol. III), particularly the sections entitled "Planning for an Evaluation of Teaching Performance" and "Follow-up, 3. Report Writing."

Observations of Teaching Behaviors and Classroom Transactions

The specification of purpose provides direction for what to observe and record during an evaluation. For systematic observation it is recommended that where it is feasible low-inference instruments for recording teaching behaviors and classroom transactions be selected. Data collected on high-inference rating scales or through the use of high-inference methods are often not as valid a source of information due to their subjectivity and low reliability.

As previously stated, teachers being apprised of an evaluation on their teaching performance should know the time and frequency of classroom visits, the purpose(s) for the evaluation, as well as the criteria employed by the evaluator. The importance of an evaluation plan cannot be over emphasized.

Supervisor Observation

In fulfilling the leadership role of monitoring instruction within a school jurisdiction, evaluations of teacher performance often include formal, systematic observations by one or a combination of the following persons: superintendents, assistant superintendents, consultants or supervisors, principals, assistant principals, and department heads.

Some suggestions include:

1. To overcome teacher and pupil behavior alterations during an in-class observation frequent visits to acclimatize the teacher and students to an outsider's presence could be made.

2. To reduce subjectivity in the employment of rating scales supervisors should be trained to recognize their own bias. Too often a rating scale is unduly influenced

by the "halo effect" produced by the teacher, rather than his/her actual classroom performance.

3. To increase reliability in observing performance and recording on observation instruments supervisors should be trained in the selected observation method. Readers are directed to the section on Audio-visual Materials in Evaluation Procedures: Annotated Bibliography and References, Vol. III, and to L. Mireau's Evaluating and Improving Teaching Performance: An Inservice Kit.

Peer Observation/Colleague Evaluation

Systematic observations may also include the use of colleagues to provide an information base. Records of in-class observations or observations recorded on audiotapes or videotapes may be displayed on a predetermined instrument. It is highly recommended that teachers who become involved in colleague evaluation performance reviews be trained in observing and recording techniques.

The recent literature regarding peer evaluation has resulted in mixed reactions from supervisors and teachers (Darling-Hammond, et al, 1983). McFaul and Cooper (1984) conducted research in which twelve teachers participated in a colleague appraisal study following the clinical model of teacher supervision. The resulting supervision proved to be superficial in most cases because of time constraints, lack of planning at the pre-conference level, inadequate instruments, and absence of an indepth analysis. Grossnickly and Cutter (1984), however, suggest that with the assistance of paraprofessionals, colleague supervision could be a success.

While conducting their study, Bird and Little (1983) discovered that teachers are negative about peer coaching. Teachers consider the activity a delicate matter and associate peer coaching with evaluation. Teachers expressed reservations about being observed, and also about observing: "Who am I to evaluate my colleague? We're being trained at the same time." The researchers suggest that colleague supervision take the form of coaching rather than evaluation, and that teachers be made aware of the difference.

Self-Assessment

Most teachers evaluate their performance daily. Did the lesson go well? If not, what can be changed -- content? delivery? closure? Were my objectives met? Will certain concepts or information require reteaching? Generally, notes are made directly on the lesson plans or daily plans.

Yet all types of collected data will assist the teacher to self-evaluate. For example, a recording instrument may be employed while the teacher views videotapes or listens to audiotapes of his/her own classroom situation. A feedback system is recommended that would include supervisors and/or colleagues assisting the teacher in interpreting the results. Videotapes and audiotapes are extremely useful as a tool in the self-appraisal process because a teacher may repeat the tape, observing and recording different behaviors each time. One tape, then, could provide a teacher with sufficient data to develop a very clear performance portrait of different aspects of teaching.

In addition, a teacher may use observation/recording instruments and rating scales to record predictions of the occurrence of specific behaviors or transactions. Alternatively, the same means may be used to describe what ought to be a desired set of behaviors, i.e., to establish minimum personal standards. These predictions, expectations, or standards may subsequently be compared with observations of actual performance or with descriptions provided by students.

Student Perception

Several research studies (Cohen, 1982; Gilman, 1983) have been completed recently in the area of student perceptions of teaching behaviors and classroom situations. These studies indicate a relatively high level of reliability for perceptions recorded by groups of students when results are compared to observations recorded by trained professionals.

Feedback from students to the teacher (like feedback from teacher to student) in the form of recording descriptions of teaching behaviors is useful in assisting the teacher in monitoring teaching behaviors.

Students should only be asked to record their responses about appropriate teaching behaviors and classroom transactions, i.e., classroom events that are clearly observable and that are relevant to effective instruction. Students should not be asked to report judgements or to undertake ratings. Instead, they can be asked to describe classroom happenings; the judging and rating tasks are assigned to the teacher and the evaluator.

Long-range as well as short-term effects on students must be considered as part of the evaluation process. Data regarding student perceptions may be gathered by the following methods: low-inference instruments completed by students at the end of a lesson or unit; high-inference descriptions of perceptions at the completion of a lesson, unit, or year; and interview of students by teacher or teacher supervisor.

Data Collection (other than Observation)

Since the focus of this Manual is teaching performance (specifically, in-class teaching behaviors), documents which may be analyzed and utilized are only briefly described below. Their importance as a source of data which may be used to complement teaching performance information is fully recognized. In providing a more holistic view of teaching performance, many researchers recommend the use of supplementary sources of data collecting and documentation. These may include teacher documents and student outcomes.

1. Teacher Documents:

   Organizational skills of a teacher may be inferred, in part, from the teacher's records of short- and long-range plans and their appropriateness, having regard to classroom variables such as course content and student characteristics. Records refer to the teacher's chronicles of student achievement, student behavior, and anecdotal accounts of classroom activities.

   Shavelson and Stern (1981) summarize the results of teacher planning in their review. "A central focus of teachers is the activity developed in the lesson plan. Activity refers to the allocation of time, the sequencing and the time (pacing or flow) of content and the materials during the lesson" (p.481). They also discovered that "teachers consider information about students, especially student ability, when planning instruction" (p.480).

2. Student Outcomes

Indicators of pupil performance, the content, scope, and sequence of instruction, and expectations set by the teacher are provided by the records of the following:

o Achievement	- scores on standardized tests, teacher-made tests, and assignments.
o Materials and Products	- notebooks, completed assignments, Industrial Arts, and Home Economics products, etc.

o Indications of teacher feedback to students concerning the above.

The clarity, neatness, thoroughness, and accuracy of work completed by students is an indication of a standard set by the teacher in the classroom.

While the prime function of teacher evaluation is to improve future performance, its pivotal role as shown in the "more effective schools" research cannot be over emphasized. For example, one of the characteristics of "more effective schools" is the high level of expectations for learning and behavior (Goodlad, 1983). Thus the criterion of "high expectations" may be an individual goal, a group goal, or a school goal, and may be included in evaluations.

In summary, the following figure illustrates how evaluation results can be used to assist in improving the quality of education delivered to students.

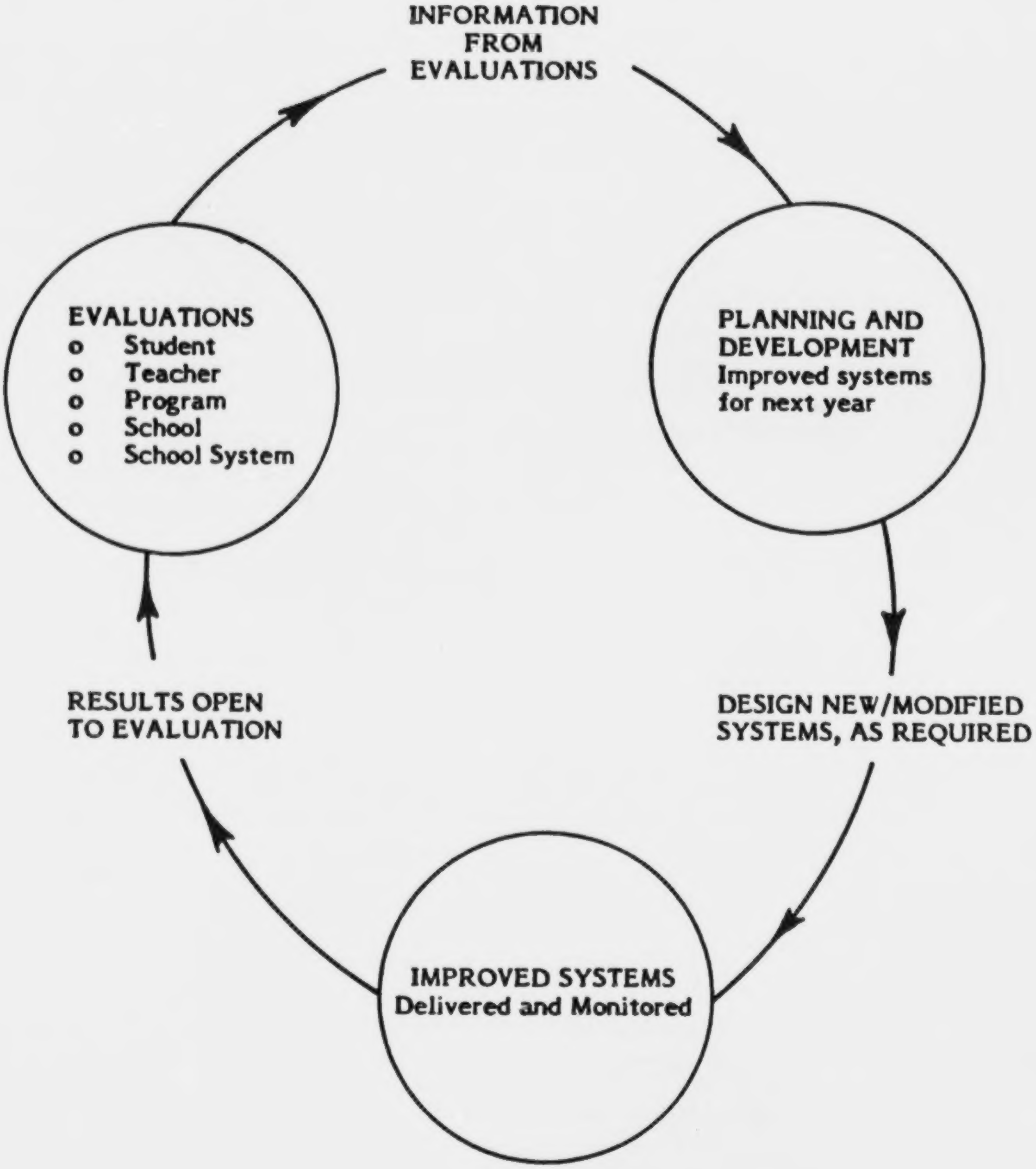

INFORMATION FROM EVALUATIONS
PLANNING AND DEVELOPMENT
Improved systems for next year
DESIGN NEW/MODIFIED SYSTEMS, AS REQUIRED
IMPROVED SYSTEMS
Delivered and Monitored
RESULTS OPEN TO EVALUATION
EVALUATIONS
o Student
o Teacher
o Program
o School
o School System

Figure I: Phases of the Management Cycle.

Chapter 3

PLANNING

Users of the Manual will need to plan the activities required for the development or reworking of their district's policy, guidelines, and procedures for evaluating teaching performance. The flowchart (p. 18) and the task summaries provided in this section reflect one approach that might be considered in planning. The approaches used are suggestive only; users will probably adapt and modify these suggestions in the light of local circumstances.

The task summaries may serve several purposes. The first and obvious use is for the developing of local plans. A second use could be a checklist for monitoring the progress of planning. A third purpose is as a referent for use in evaluating the plan, e.g., determining the extent to which the "purposes" outlined on the various worksheets were achieved.

Though local school districts have developed their own plans for evaluating teaching performance, this chapter is included in this document to emphasize throughout the planning stages the importance of:

a) an underlying rationale for the activity, i.e. philosophy, purposes, principles, assumptions, and the relevance (empirical base) of the information gathered;

b) the thoroughness and adequacy of planning for the evaluation and its use -- a comprehensive and well designed evaluation plan(s), for example, should depict procedures consistent with the principles of natural justice; and

c) the fidelity with which the plan is implemented and the appropriateness of follow-up activities. Recent reviews of evaluation systems presently in place in the United States indicate that successful evaluation plans have two components in common - - - commitment and collaboration.

Many administrators also recommend the study of other teacher evaluation models, and a review of research on teaching and learning in the initial planning stages. For the former, the reader is directed to the first section "Planning for the Evaluation of Teaching Performance" in Vol. III, Evaluation Procedures: Annotated Bibliography and References; for the latter, Vol. II, Teacher Effectiveness: Annotated Bibliography and References.

Monitoring and Evaluating the Evaluation Process

The concepts of monitoring and evaluating are connected. They need to be viewed as occurring in a temporal sequence i.e. monitoring first followed by evaluating. The sequence and contingencies are illustrated as follows:

1. Monitoring pertains to gathering relevant information. No judging or valuing occurs during monitoring activities except with respect to the appropriateness and validity of the data collected.

2. Evaluating requires the application of standards to the information gathered in 1 above. Applying standards facilitates interpreting the data, making judgements and assigning a value to the aspect of the program being considered.

For example, aspects of the program or system for evaluating teaching performance might include a) the planning and development procedures employed; b) the product(s) of planning i.e. the policy, guidelines and procedures; c) mechanisms and procedures actually deployed during implementation; and d) the results of impact of implementation on client groups.

The standards applied in evaluating planning might be the degree to which the purposes enumerated on the planning worksheets (which follow) were achieved. In evaluating the products of planning (e.g. statements of evaluation policies and procedures) the judgements of competent professionals are appropriate. For evaluations of the implementation of structures and processes one standard is the fidelity with which the plan was implemented, i.e. the degree of adherence to the school district's policy, guidelines, and procedures during and following evaluations. Results might include documentation about decisions taken on the basis of evaluations, and documentation of follow-up actions related to these decisions. Standards which are applicable in evaluating the impact or results aspect of the program include securing answers to questions such as "Were decisions made? Were the decisions clearly stated and recorded? Where the decisions acted upon? Were the follow-up activities appropriate? Were the follow-up activities effective?

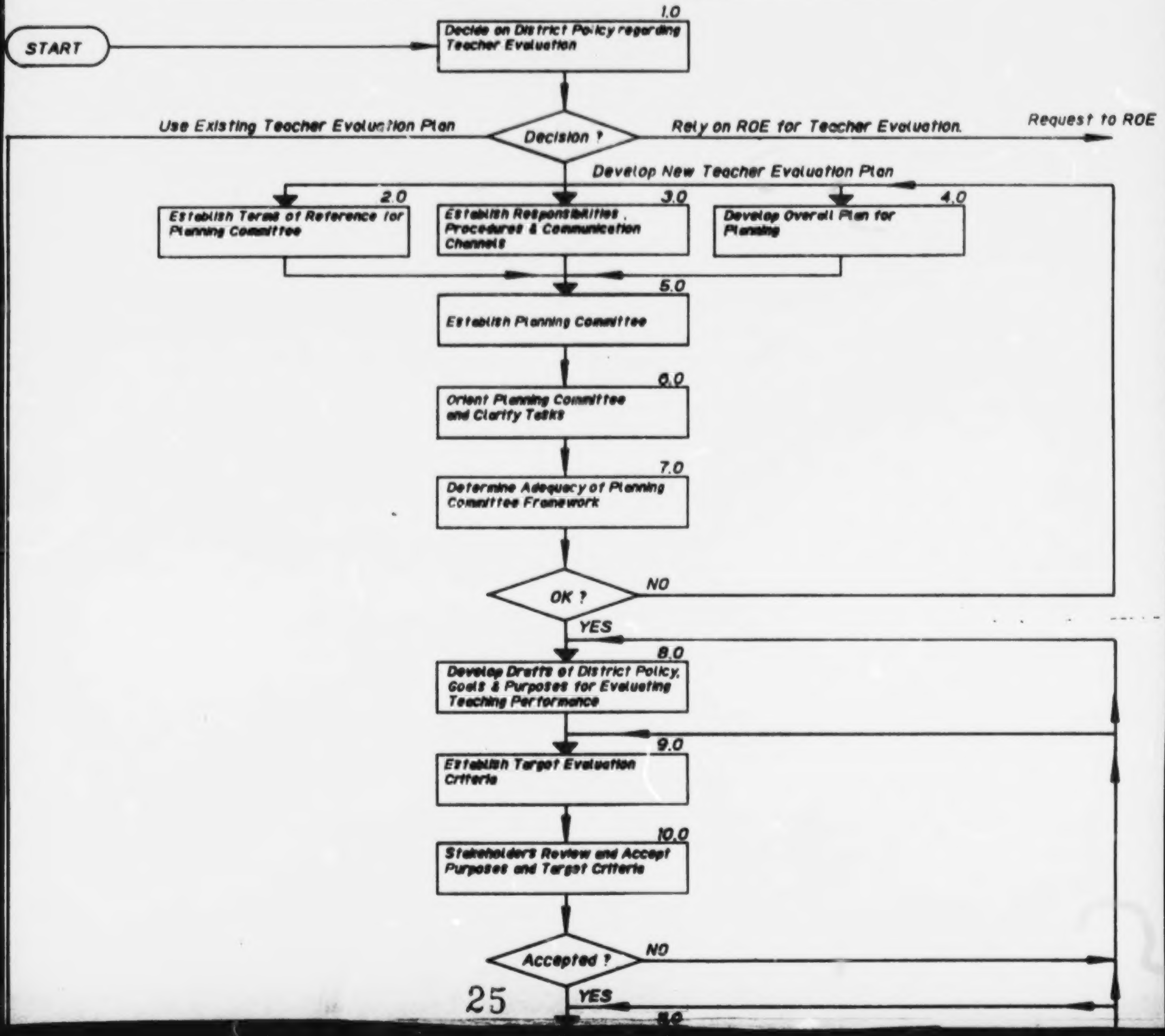
Chart 2 summarizes the foregoing. It elaborates somewhat on the details for Task 18 in this chapter.

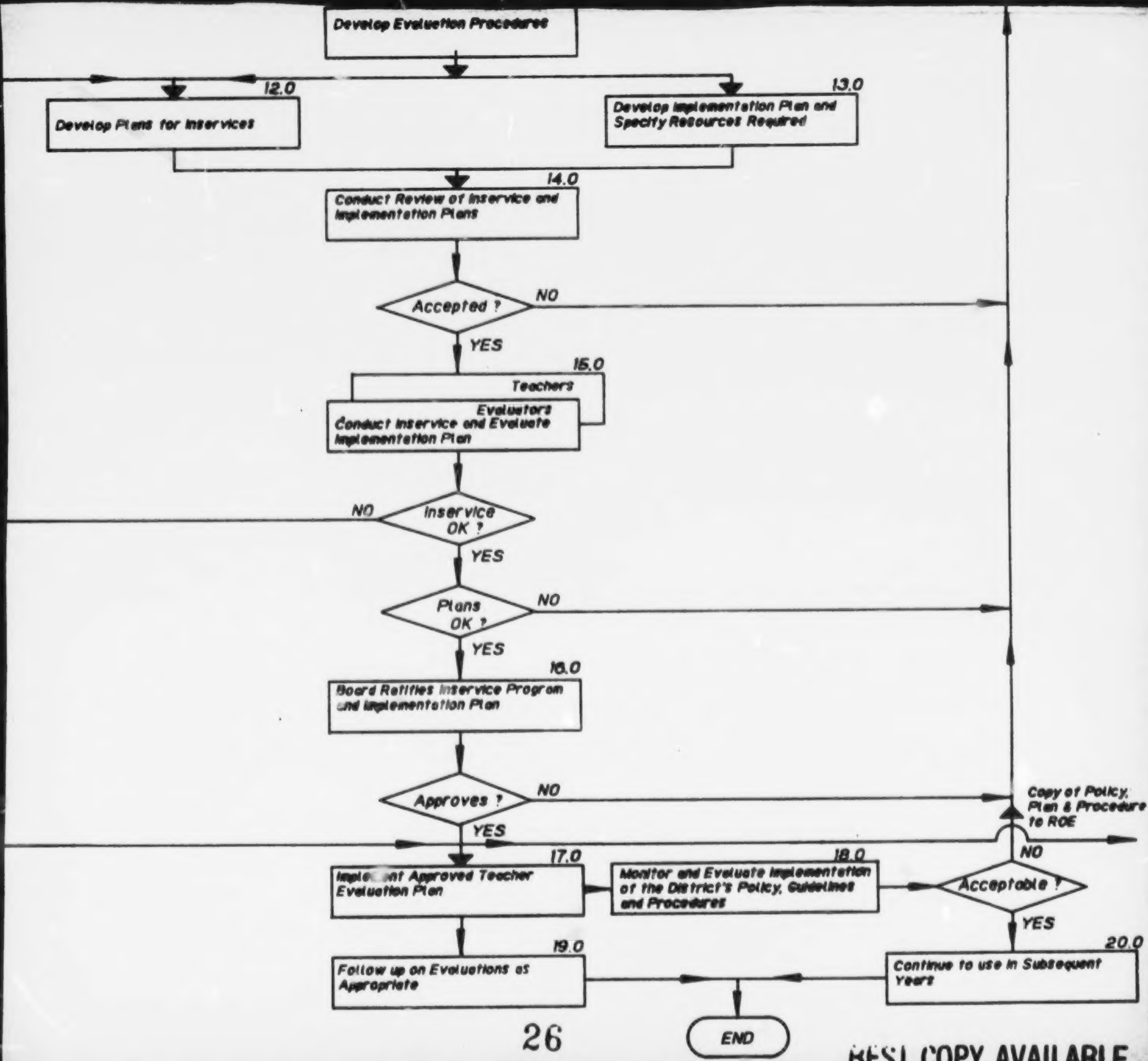
For suggestions on monitoring guidelines and possible formats for monitoring the evaluation process, the reader is directed to Alberta Education's Policy/Program Monitoring Handbook (Special Needs Programs), 1985.

PROGRAM COMPONENT	MONITORING Data Collected	EVALUATING Questions to be answered by applying standards
Planning and development activities	Records of planning, interviews	How well were the purposes for each planning step achieved? (See Planning Worksheet, Task 3.)
Products of planning: statements of policy, guidelines and procedures	Printed statements and related materials	Refer to Program/Policy Monitoring Handbook.
Implementation (of local policy, guidelines and procedures)	Diary records, restrospective perceptions of participants	How closely does implementation match the plan?
Results	Records of decisions and follow-up action plans. Records of perceptions and observations about effects.	Were decisions made? Did planning for follow-up occur? Were the plans for follow-up appropriate? Were the follow-up activities effective?

Chart 2: Aspects of a Program for Evaluating Teaching Performance

PLANNING / IMPLEMENTATION / REVIEW FLOWCHART


START
1.0
Decide on District Policy regarding Teacher Evaluation
Decision ?
Use Existing Teacher Evaluation Plan
Rely on ROE for Teacher Evaluation.
Request to ROE
Develop New Teacher Evaluation Plan
2.0
Establish Terms of Reference for Planning Committee
3.0
Establish Responsibilities, Procedures & Communication Channels
4.0
Develop Overall Plan for Planning
5.0
Establish Planning Committee
6.0
Orient Planning Committee and Clarify Tasks
7.0
Determine Adequacy of Planning Committee Framework
OK ?
NO
YES
8.0
Develop Drafts of District Policy, Goals & Purposes for Evaluating Teaching Performance
9.0
Establish Target Evaluation Criteria
10.0
Stakeholders Review and Accept Purposes and Target Criteria
Accepted ?
NO
YES
11.0


Develop Evaluation Procedures
12.0
Develop Plans for Inservices
13.0
Develop Implementation Plan and Specify Resources Required
14.0
Conduct Review of Inservice and Implementation Plans
Accepted ?
NO
YES
15.0
Teachers
Evaluators
Conduct Inservice and Evaluate Implementation Plan
NO
Inservice OK ?
YES
Plans OK ?
NO
YES
16.0
Board Ratifies Inservice Program and Implementation Plan
Approves ?
NO
YES
Copy of Policy, Plan & Procedure to ROE
17.0
Implement Approved Teacher Evaluation Plan
18.0
Monitor and Evaluate Implementation of the District's Policy, Guidelines and Procedures
NO
Acceptable ?
YES
19.0
Follow up on Evaluations as Appropriate
20.0
Continue to use in Subsequent Years
END

BEST COPY AVAILABLE

SUMMARY OF TASKS

The numbering which follows relates to the numbered functions on the flow chart.

1.0 Decide on District Policy Regarding Teacher Evaluation

1.1 Review existing district policies, guidelines, and procedures for evaluation of teaching performance

1.2 Decide to retain or review/revise existing plan, or develop new plan

1.3 Secure board ratification for further activity

2.0 Establish Terms of Reference for Planning Committee

2.1 Establish Terms of Reference for a Planning Committee

3.0 Establish Responsibilities, Procedures, and Communication Channels

3.1 Establish Planning Committee responsibilities and processes (chairperson, secretary, minutes, quorum, policies, etc.) including mechanisms for two-way communications with Central Office and other participants.

4.0 Develop Overall Plan for Planning

For each task allocated in 2.1

4.1 Develop time lines
4.2 Identify and select resources
4.3 Specify who is responsible

5.0 Establish Planning Committee

5.1 Establish a Planning Committee comprising representatives of groups participating in teacher evaluation

6.0 Orient Committee and Clarify Tasks

Orient the committee regarding the following:

6.1 Terms of Reference from Task 2
6.2 Responsibilities and Procedures from Task 3
6.3 Committee's Overall Plan from Task 4
6.4 Involvement of participating groups

7.0 Determine Adequacy of Planning Committee Framework

7.1 Review the outputs from Task 6

8.0 Develop Drafts of District Policy, Goals and Purposes for Evaluating Teaching Performance

8.1 Review and discuss the inputs

8.2 Prepare draft statements of school system's policy for evaluating teaching performance

8.3 Prepare draft sets of purposes for evaluating teaching performances

9.0 Establish Target Evaluation Criteria

9.1 Review relevant empirically-based research literature

9.2 Analyze the conclusions from 9.1

9.3 Select the behaviors, transactions, and products (criteria) to be identified with each set of purposes established from Task 8

9.4 Organize/categorize the criteria

10.0 Stakeholders Review and Accept Purposes and Target Criteria

10.1 Prepare survey form(s) for use in eliciting/soliciting perceptions of stakeholder groups about purposes for evaluating teaching performance and about the criteria selected

10.2 Implement the two-way communication system

10.3 Process and analyze the responses

10.4 Make revisions

11.0 Develop Evaluation Procedures

For each criterion delineated in 9.3, or sets of criteria:

11.1 Select or develop procedures for collecting information, e.g., instruments for use in observing/recording teaching behaviors and classroom transactions, pupils' products and relevant documentation, training observer-recorders, and scheduling

11.2 Establish realistic and defensible standards (intentions, expectations)

11.3 Select and develop procedures for analyzing information

11.4 Select and develop procedures for interpreting information (judging, valuing, rating, applying standards, i.e., comparing intentions and observations) for each set of purposes delineated in 8.3

11.5 Develop procedures for reporting observations and ratings

11.6 Conduct field trials and/or validation studies of these procedures (may be considered optional)

11.7 Identify the evaluators

12.0 Develop Plan for Inservice

12.1 Identify and select appropriate resource person(s)

12.2 Solicit input from 12.1

12.3 For each evaluation focus (i.e., district level or individual level):

12.3.1 Select inservice trainees
12.3.2 Plan scope (knowledge, skills, attitudes) and sequence (ordering activities, opportunities for practice, feedback, and consultation)
12.3.3 Plan instructional procedures including media and materials required
12.3.4 Schedule events
12.3.5 Prepare budget
12.3.6 Prepare plan to evaluate the inservice

13.0 Develop Implementation Plan and Specify Resources Required

13.1 Determine frequencies of evaluations of teaching performance for the following teachers: (a) probationary (new to the system), (b) tenured, (c) substitute, (d) temporary contract

13.2 Designate who may initiate evaluations in various circumstances

13.3 Identify who may serve as evaluators for those evaluations noted in 13.2

13.4 Delegate to schools and/or central office departments responsibilities for scheduling evaluations

13.5 Specify resources and support services required

13.6 Develop procedures consistent with the principles of natural justice and which provide an appeal mechanism

13.7 Determine how records of evaluations are maintained, distributed and accessed

13.8 Develop provisions for systematic monitoring and evaluating of policy, guidelines, and procedures, e.g. participation, frequency and initiation

14.0 Conduct Review of Inservice and Implementation Plans

14.1 Elicit/solicit opinions of potential implementers and users

14.2 Solicit advice from resource personnel

14.3 Analyze and summarize 14.1 and 14.2

14.4 Make revisions

15.0 Conduct Inservice and Evaluate Implementation Plan

15.1 Implement the Inservice Program

15.2 Elicit/solicit opinions regarding Inservice Program

15.3 Elicit/solicit opinions regarding Implementation Plan

15.4 Decide to recommend acceptance or revision of the Inservice Program and Implementation Plan

15.5 Forward a copy of policy, guidelines, procedures, and plans to Regional Office of Education

16.0 Board Ratifies Inservice Program and Implementation Plan

16.1 Presentation of recommendation with documentation to Board of Trustees

16.2 Board decides

17.0 Implement Approved Teacher Evaluation Plan

17.1 Provide evaluation staff and resources

17.2 Arrange at central office and schools for scheduling and evaluator assignments

18.0 Monitor and Evaluate the Implementation of District's Policy, Guidelines, and Procedures

18.1 Identify and select monitors and evaluators

18.2 Plan and implement procedures for collecting the necessary information (monitoring)

18.3 Plan and implement procedures for analyzing and interpreting the information (evaluating)

18.4 Plan and implement the reporting of conclusions and recommendations

19.0 Follow-up Evaluations as Appropriate

19.1 Appropriate decision-makers (including teachers) receive and consider evaluation reports

19.2 Plan appropriate follow-up needs at district and individual levels

If the planning process needs further detail, the following pages contain worksheets for each of the 19 steps in the planning process.

PLANNING WORKSHEET

TASK CATEGORY: 1.0 Decide on District Policy Regarding Teacher Evaluation

SPECIFIC TASKS:

1.1 Review existing district policies, guidelines, and procedures for evaluation of teaching performance

1.2 Decide to retain or review/revise existing plan, or develop new plan

1.3 Secure board ratification for further activity

PURPOSE:

1. To secure needs assessment information concerning the adequacy and appropriateness of existing policies, guidelines, and procedures
2. To provide a rationale for the decision required

INPUT:

1. Existing district policies, procedures, guidelines
2. Relevant research literature, policies from other systems (see Evaluation Procedures: Annotated Bibliography and References, (Vol. III)
3. A Manual of Guidelines, (Vol. I) of Planning for an Evaluation of Teaching Performance

OUTPUT: Decision to a) use existing teacher evaluation plan, b) review and revise existing plan, c) develop new plan, or d) rely on Regional Office of Education for teacher evaluation

PERSONNEL: Central Office
Administrators
School Administrators
Board of Trustees

GUIDING PRINCIPLES OR ASSUMPTIONS:

The recent priority assigned to evaluating teaching performance suggests a need to review existing systems.

Research literature recommends an annual review of a district's evaluation plan.

PLANNING WORKSHEET

TASK CATEGORY: 2.0 Establish Terms of Reference for Planning Committee

SPECIFIC TASKS:

2.1 Establish Terms of Reference for a Planning Committee, e.g., responsible for:

- 2.1.1 Preparing drafts of policy, guidelines, and procedures
- 2.1.2 Establishing and using mechanisms for two-way communication re: 2.1.1
- 2.1.3 Revising successive drafts on basis of input from stakeholder groups
- 2.1.4 Planning orientation and training
- 2.1.5 Planning implementation
- 2.1.6 Planning procedures for monitoring and revising

PURPOSE To clarify the general and specific tasks assigned to the Planning Committee

INPUT:

1. Mission statements, policy statements, etc., regarding evaluation that are currently in place in the school district
2. Board and/or executive commitment that planning the development or revision of policies, guidelines, and procedures should proceed

OUTPUT:

1. Terms of Reference for Planning Committee, including school system mission statements reflecting goals for evaluating instruction
2. Providing for initial clarity

PERSONNEL: Central Office

GUIDING PRINCIPLES OR ASSUMPTIONS:

The purposes of teacher evaluation programs should grow out of clearly stated goals of the school system and should contribute to the accomplishment of these goals.

PLANNING WORKSHEET

TASK CATEGORY: **3.0 Establish Responsibilities, Procedures, and Communication Channels**

SPECIFIC TASKS:

3.1 Establish Planning Committee responsibilities and processes (chairperson, secretary, minutes, quorum, policies, etc.) including mechanisms for two-way communications with Central Office and other participants.

PURPOSE:

1. To clarify what is expected of the Planning Committee in terms of goals and operational procedures
2. To clarify what is expected of other groups that may be involved in the evaluation process

INPUT:

1. Provincial policies and guidelines concerning teacher evaluation
2. Mission statements, policy statements, etc., regarding evaluation that are currently in place in the school district
3. Terms of Reference from Task 2

OUTPUT: Clarification and initial amplification of the Terms of Reference

PERSONNEL:

Alternatives
- Central Office
- Planning Committee
- Planning Committee Executive

GUIDING PRINCIPLES OR ASSUMPTIONS:

Clarity of charge and role are crucial to optimize understanding among all groups.

PLANNING WORKSHEET

TASK CATEGORY: 4.0 Develop Overall Plan for Planning

SPECIFIC TASKS:

For each task allocated in 2.1

4.1 Develop time lines
4.2 Identify and select resources
4.3 Specify who is responsible

PURPOSE: To clarify what is expected of the Planning Committee in terms of task completion

INPUT:

1. Terms of Reference from Task 2
2. Responsibilities and Procedures from Task 3
3. Communication channels from Task 3

OUTPUT: Clarification and initial amplification of the Terms of Reference

PERSONNEL:

Alternatives - Central Office
- Planning Committee
- Planning Committee Executive

GUIDING PRINCIPLES OR ASSUMPTIONS:

Clarity of charge and role are important in improving the efficiency of the Planning Committee.

PLANNING WORKSHEET

TASK CATEGORY: 5.0 Establish Planning Committee

SPECIFIC TASKS:

5.1 Establish a Planning Committee comprising representatives of groups participating in teacher evaluation

PURPOSE: To provide a structure for planning that enhances the probability that the varying perspectives of participating groups are considered

INPUT: Staff and membership lists

OUTPUT: Establishment of the Planning Committee

PERSONNEL: Central Office

GUIDING PRINCIPLES OR ASSUMPTIONS:

Involvement of teachers and administrators who will implement the policy, guidelines, and procedures will produce a better plan, enhance communication, and foster internalization of the rationale, purposes, and procedures for teacher evaluation.

PLANNING WORKSHEET

TASK CATEGORY: 6.0 Orient Committee and Clarify Tasks

SPECIFIC TASKS:

Orient the committee regarding the following:

6.1 Terms of Reference from Task 2
6.2 Responsibilities and Procedures from Task 3
6.3 Committee's Overall Plan from Task 4
6.4 Involvement of participating groups

PURPOSE:

1. To clarify what is expected of the Planning Committee in terms of goals, task completion, and operational procedures
2. To clarify what is expected of other groups that may be involved in the evaluation process

INPUT:

1. Provincial policies and guidelines concerning teacher evaluation
2. Mission statements, policy statements, etc., regarding evaluation that are currently in place in the school district
3. Terms of Reference from Task 2
4. Responsibilities and Procedures from Task 3
5. Committee's Overall Plan from Task 4

OUTPUT: Clarification and initial amplification of the 1) Terms of Reference and 2) Committee's responsibilities and task commitments

PERSONNEL:

Alternatives - Central Office
- Planning Committee
- Planning Committee Executive

GUIDING PRINCIPLES OR ASSUMPTIONS:

PLANNING WORKSHEET

TASK CATEGORY: 7.0 Determine Adequacy of Planning Committee Framework

SPECIFIC TASKS:

7.1 Review the outputs from Task 6

PURPOSE: To decide on any revisions or clarifications

INPUT:

1. Terms of Reference from Task 2
2. Responsibilities and Procedures from Task 3
3. Committee's Overall Plan from Task 4

OUTPUT:

1. Final clarification and amplification regarding the inputs noted above
2. A decision to proceed or revise

PERSONNEL: Planning Committee

GUIDING PRINCIPLES OR ASSUMPTIONS:

The Planning Committee should be offered opportunity to provide input.

PLANNING WORKSHEET

TASK CATEGORY: 8.0 **Develop Drafts of District Policy, Goals and Purposes for Evaluating Teaching Performance**

SPECIFIC TASKS:

8.1 Review and discuss the inputs enumerated below

8.2 Prepare draft statements of school system's policy for evaluating teaching performance

8.3 Prepare draft sets of purposes for evaluating teaching performances from the following perspectives:

- 8.3.1 Organizational level
- 8.3.2 Individual level
- 8.3.3 Improvement of instruction decisions
- 8.3.4 Accountability decisions

PURPOSE:

1. To delineate the purposes to be served (the "why") by evaluating teaching performance
2. To delineate the purposes from the perspective of the school system and the individual school/teacher levels

INPUT:

1. Provincial Evaluation Policy Statements
2. School system's statements of mission and goals
3. Relevant literature, e.g., Volumes II and III of this Manual, ATA policy and papers, articles from periodicals, policies from other school jurisdictions, etc
4. Goals of Education and Goals of Schooling (see Appendix II, Vol. I)
5. Local contributions
6. Terms of Reference from Task 2

OUTPUT: Draft statements of policies and purposes (see next page)

PERSONNEL: Central Office
Planning Committee
Planning Committee Executive

GUIDING PRINCIPLES OR ASSUMPTIONS:

The function of evaluation is to facilitate the accomplishment of the goals of the organization; therefore, the purposes of evaluation should be established following a complete review of the school district goals. When this has been done, the purposes of evaluation are more likely to be compatible with and contribute to school district goals. If the program is to be successful, these purposes must be identified, discussed openly, understood, and agreed upon by all participants who may potentially become involved.

PURPOSE	Improvement	Accountability
LEVEL	Decisions re:	Decisions re:
Individual	Inservice; individual and school staff development; allocation of resources by the school; and program development and revision; etc.	1. Certification/Tenure 2. Modification of assignments 2.1 promotion 2.2 transfer 2.3 reduction/increase of load 3. Recognition of excellence 4. Release (consistent with the principles of natural justice)
	Decisions re:	Decisions re:
Organizational	Group Inservice; allocation of resources; program development and revision; etc.	1. Staff allocation 2. Changes in processes (e.g. teaching) in specific program 3. Program evaluation 4. Validation of the teacher selection process

Chart 1. Basic Purposes for Teacher Evaluation

PLANNING WORKSHEET

TASK CATEGORY: 9.0 Establish Target Evaluation Criteria

SPECIFIC TASKS:

9.1 Review relevant empirically-based research literature
9.2 Analyze the conclusions from 9.1
9.3 Select the behaviors, transactions, products (criteria) to be identified with each set of purposes established from Task 8
9.4 Organize/categorize the criteria

PURPOSE: To identify and select defensible and appropriate teacher behaviors, classroom transactions, and products under the control of the teacher that will provide a focus for evaluating teaching performance, i.e., delineating the "what" for each set of purposes

INPUT:

1. Reviews of the empirically-based research literature and conclusions about teaching behaviors and classroom activities most consistently associated with student learning (see L. Mireau's Evaluating and Improving Teaching Performance: An Inservice Kit)
2. Planning for an Evaluation of Teaching Performance, (Vol. I and Vol. II)
3. Further analyses of (1) in terms of contingencies such as desired outcomes (e.g., cognitive, affective), type of pupil served, and learning environments
4. Terms of Reference from Task 1
5. Responsibilities and Procedures from Task 3
6. Committee's Overall Plan from Task 4
7. Draft set of purposes from Task 8

OUTPUT: Sets of teaching behaviors, classroom activities, and products (all amenable to teacher influence and control) from which selections will be made to provide a focus for evaluation

PERSONNEL:			
	Alternatives	- Organizational	- Central Office
			- Planning Committee
			- Planning Committee Executive
		- Individual	- Teacher/Evaluator representatives

GUIDING PRINCIPLES OR ASSUMPTIONS:

When decisions regarding the development of criteria are based upon empirically-supported and rational considerations, appropriateness, relevance and usability are more likely to be ensured. Involving teachers as well as other members of the educational community in the development of criteria may help establish more accurately defined criteria and may improve the morale of the professional staff. Purposes remain a central focus for evaluation of teaching performance.

It is important to recognize that the criteria selected in this step will influence what happens in the classroom in the future. In order not to inhibit innovation and risk-taking in the classrooms, the evaluation procedures should be designed with some degree of flexibility.

PLANNING WORKSHEET

TASK CATEGORY: 10.0 Stakeholders Review and Accept Purposes and Target Criteria

SPECIFIC TASKS:

10.1 Prepare survey form(s) for use in eliciting/soliciting perceptions of stakeholder groups about purposes for evaluating teaching performance and about the criteria selected

10.2 Implement the two-way communication system

10.3 Process and analyze the responses

10.4 Make revisions

PURPOSE:

1. To improve the statements of policy, purposes, and descriptions of selected criteria with respect to clarity, understandability, and feasibility
2. To facilitate early identification with, commitment to, and understanding of, the planning activities by participating stakeholder groups
3. To ensure that the criteria selected for focus are identified with a particular set of purposes

INPUT:

1. Policy statement and sets of purposes, established in Task 8
2. Target criteria from Task 9
3. Utilization of the two-way communication system set in place
4. Terms of Reference from Task 2
5. Responsibilities and Procedures from Task 3
6. Committee's Overall Plan from Task 4

OUTPUT:

1. Revised statements of policy and purpose(s)
2. Selected criteria

PERSONNEL: Planning Committee

Plus participants in the two-way communication system

GUIDING PRINCIPLES OR ASSUMPTIONS:

The effective utilization of the two-way communication system set in place will enhance communication and foster internalization of the policy, purposes, and descriptions of selected criteria.

PLANNING WORKSHEET

TASK CATEGORY: 11.0 Develop Evaluation Procedures

SPECIFIC TASKS:

For each criterion delineated in 9.3, or sets of criteria:

11.1 Select or develop procedures for collecting information, e.g., instruments for use in observing/recording teaching behaviors and classroom transactions; pupils' products and relevant documentation; training observer-recorders; and scheduling

11.2 Establish realistic and defensible standards (intentions, expectations)

11.3 Select and develop procedures for analyzing information

11.4 Select and develop procedures for interpreting information (judging, valuing, rating, applying standards, i.e., comparing intentions and observations) for each set of purposes delineated in 8.3

11.5 Develop procedures for reporting observations and ratings

11.6 Conduct field trials and/or validation studies of these procedures (may be considered optional)

11.7 Identify the evaluators

PURPOSE: To select/develop appropriate and feasible procedures for collecting, analyzing, interpreting, and reporting evaluation information

INPUT:

1. Revised sets of purposes from Task 10
2. Revised pool of criteria from Task 10
3. Revised descriptions of criteria from Task 10
4. Teachers' job descriptions
5. Observation instruments
6. Terms of Reference from Task 2
7. Responsibilities and Procedures from Task 3
8. Committee's Overall Plan from Task 4

OUTPUT: A set of procedures to accomplish specific purposes

PERSONNEL: Planning Committee

GUIDING PRINCIPLES OR ASSUMPTIONS:

The essential components of the evaluation process should be in place and known to teachers before inservice and implementation begin. Comprehensive policy statements and procedures should be clarified to all participants in advance of implementation.

PLANNING WORKSHEET

TASK CATEGORY: 12.0 Develop Plan for Inservice

SPECIFIC TASKS:

12.1 Identify and select appropriate resource person(s)

12.2 Solicit input from 12.1

12.3 For each evaluation focus (i.e., district level and individual level)

  12.3.1 Select inservice trainees
  12.3.2 Plan scope (knowledge, skills, attitudes) and sequence (ordering activities, opportunities for practice, feedback, and consultation)
  12.3.3 Plan instructional procedures including media and materials required
  12.3.4 Schedule events
  12.3.5 Prepare budget
  12.3.6 Prepare plan to evaluate the inservice

PURPOSE:

1. To enhance the reliability and validity of data collection/recording, analysis, and interpretation of the evaluation information selected, inservice training is required
2. To improve the fairness, objectivity and usefulness of the evaluation reports

INPUT:

1. Advice from specialist personnel (see, for example, workshop agenda which follows immediately)
2. Revised procedures
3. Terms of Reference from Task 2
4. Responsibilities and Procedures from Task 3
5. Committee's Overall Plan from Task 4
6. List of personnel assigned evaluation responsibilities
7. Evaluating and Improving Teaching Performance: An Inservice Kit, developed by L. Mireau
8. Evaluation Procedures: Annotated Bibliography and References, (Vol. III), particularly Section C - "Orienting and Training the Evaluator and Teachers" and "Audio-Visual Materials".

OUTPUT: A plan for implementing and evaluating the inservice programs

PERSONNEL: Planning Committee

Plus resource person(s)

GUIDING PRINCIPLES OR ASSUMPTIONS:

Since the data collection, analysis, and interpretation followed by report preparation is labor intensive, orientation and inservice is of fundamental importance. Inservice education should precede and supporting consultation should accompany all stages of the implementation of new policy.

INITIAL TRAINING WORKSHOPS
FOR
DISTRICT ADMINISTRATORS, SCHOOL ADMINISTRATORS, SUPERVISING TEACHERS AND INTERNS INVOLVED IN THE INITIATION TO TEACHING PROJECT

OCTOBER, 1985

WORKSHOP PRESENTERS: Dr. Jon Thorlacius
Dr. Jim Twa
Dr. Richie Whitehead
Dr. David Townsend

SPONSORED BY: Alberta Education
Planning Services Branch

DAY ONE

9:00 - 9:15	Opening exercise--getting to know the group.
9:15 - 9:45	Overview of Essential Components of a Model of Teacher Evaluation (handout and overhead).
9:45 - 10:30	Small group activity: goal setting exercises.
10:30 - 10:45	COFFEE
10:45 - 11:15	Introduction to classroom observations: 1. Viewing of video clip 2. Recording of observations 3. Discussion of observations
11:15 - 12:00	Background information on classroom observations. FLANDERS explained (handout).
12:00 - 1:00	LUNCH
1:00 - 1:45	Introduction to ON-TASK SURVEYS: 1. View video clip 2. Practice on-task observations 3. Compare results
1:45 - 2:30	Introduction to TEACHER-STUDENT VERBAL INTERACTIONS: 1. View video clip 2. Practice data collection 3. Compare results
2:30 - 2:45	COFFEE
2:45 - 3:30	Attitude scale exercise--large group (handout).
3:30 - 4:00	Review of Day One activities. Sharing perceptions.

EXPLANATION OF ACTIVITIES
DAY 1

9:15 - 9:45	The model of teacher evaluation is a comprehensive one showing the relationships between teacher evaluation and analysis of teaching, supervision, staff development, and the quality of instruction.
9:45 - 10:30	The goal setting exercise done in groups of four shows supervising teachers one way in which they may be able to work with interns in determining what constitutes effective teaching practice and how teaching performance can be evaluated over time.
10:45 - 11:15	This activity uses part of the coaching strategy in that participants are asked to assess and analyze their current level of skill in observing teaching.
11:15 - 12:00	The major handout that accompanies this session features 12 basic data collection instruments and describes their appropriate use.
1:00 - 1:45	Participants are introduced to the skills of on-task data collection. Consistent with the coaching model, they are given some essential theory, modelling and guided practice. Additional practice will be provided in Day 3.
1:45 - 2:30	Participants are introduced to three different ways in which they can collect information about teacher-student interactions. The video clip lasts approximately 10 minutes.
2:45 - 3:30	Individual and large group activity. The Coder Attitude Scale is used here to show participants the extent to which personal bias may influence classroom observations.

DAY TWO

9:00 - 9:45 Opening exercise. Communication skills. (Alter ego.)

9:45 - 10:30
1. Overview of the process of instructional supervision:
    a) Assumptions (handout)
    b) Premises (handout)
    c) Diagrams (overhead)
2. Short exercise in pairs. What happens in a pre-observation conference?

10:30 - 10:45 COFFEE

10:45 - 11:30 The Pre-Observation Conference (handout):
1. Review the questions
2. View the video
3. Discuss observations

11:30 - 12:00 Group activity: distinguishing among facts, inferences and judgments (handout).

12:00 - 1:00 LUNCH

1:00 - 1:45 Collecting objective information about teacher-student interactions (questions and answers; discussion):
1. Review and discuss observation sheets (handout)
2. View video clip
3. Compare observations

1:45 - 2:15 Role play: behavior description.

2:15 - 2:30 COFFEE

2:30 - 3:30 Small group exercise: defining an area of concern (handout).

3:30 - 4:00 Brainstorm session: The Elements of a Good Lesson (overhead).

EXPLANATION OF ACTIVITIES
DAY 2

9:00 - 9:45	Communication skills are emphasized at all stages throughout the workshop. We will demonstrate (through practical example) how trust relationships can be developed and enhanced.
9:45 - 10:30	1. This series of handouts and overheads provides a definition of instructional supervision, a rationale for its use and evidence of its effectiveness. 2. The pairs exercise builds on developing communications skills and trust.
10:45 - 11:30	An actual pre-observation conference is modelled on a 10-minute videotape.
11:30 - 12:00	The purpose of this exercise is to increase the objectivity of classroom observations by making participants more aware of the distinctions between facts, inferences and judgements.
1:00 - 1:45	Additional aspects of teacher-student interactions are highlighted and the ways in which they are recorded are explained and practiced.
1:45 - 2:15	The role play features stereotypical behavior of teachers and administrators. The exercise involves all participants in the analysis of behavior.
2:30 - 3:30	In groups of four, participants complete several exercises that focus on the needs of the teacher who is being observed.
3:30 - 4:00	The stimulation for this session is a definition of "The Good Lesson" by a leading practitioner in the field of teaching effectiveness.

DAY THREE

9:00 - 9:45 Effective communication:

1. Input sessions
    a) Communication skills (handout)
    b) Freeing and binding responses (handout)
2. Simulation: one-way/two-way communication

9:45 - 10:30 The post-observation conference:

1. Discuss the supervisor's role (handout)
2. View the video clip
3. Share observations

10:30 - 10:45 COFFEE

10:45 - 11:30 Trained and untrained supervisors: scripted video tape. Observe and discuss.

11:30 - 12:00 Classroom observations -- ANECDOTAL RECORD (handout);

1. View the video clip
2. Record observations
3. Discuss

12:00 - 1:00 LUNCH

1:00 - 2:45 ACTUAL CLASSROOM OBSERVATIONS. In small groups, participants visit selected classrooms and record the behavior of teachers and students using a variety of observation techniques.

2:45 - 3:45 Discussion of classroom observations.

3:45 - 4:30 Review and evaluation (handout).

EXPLANATION OF ACTIVITIES
DAY 3

9:00 - 9:45

1. The aim of this session is to increase participants' awareness of the ways in which the quality of supervisor-supervisee interactions can be enhanced. The skills described here are modelled on three of the videotapes.

2. This exercise provides conclusive evidence of the need for supervisors and teachers to possess and use a repertoire of communication skills.

9:45 - 10:30 A post-observation conference is modelled on the 15-minute videotape.

10:45 - 11:30 This videotape shows administrators and teachers demonstrating analysis and conferencing skills appropriate to different levels of training. Communication skills are highlighted.

11:30 - 12:00 Participants will be given guided practice in the use of a data collection technique that has proven popular with supervisors and teachers.

1:00 - 2:45 In each center arrangements will be made with local school administrators and teachers for small groups of participants to visit a selected number of classrooms to engage in actual practice of data collection techniques demonstrated during the workshop. Where possible, time will be provided for the pre-observation conference.

2:45 - 4:00 The final session will focus on review and evaluation of the three-day workshop with particular emphasis on the experiences of participants in the actual classroom observations.

PLANNING WORKSHEET

TASK CATEGORY: 13.0 Develop Implementation Plan and Specify Resources Required

SPECIFIC TASKS:

13.1 Determine frequencies of evaluations of teaching performance for the following teachers: (a) probationary (new to the system), (b) tenured, (c) substitute, (d) temporary contract

13.2 Designate who may initiate evaluations in various circumstances

13.3 Identify who may serve as evaluators for those evaluations noted in 13.2

13.4 Delegate to schools and/or central office departments responsibilities for scheduling evaluations

13.5 Specify resources and support services required

13.6 Develop procedures consistent with the principles of natural justice and which provide an appeal mechanism.

13.7 Determine how records of evaluations are maintained, distributed and accessed

13.8 Develop provisions for systematic monitoring and evaluating of policy, guidelines, and procedures, e.g. participation, frequency and initiation

PURPOSE: To clarify specifics relative to implementation

INPUT:

1. Terms of Reference from Task 2
2. Responsibilities and Procedures from Task 3
3. Committee's Overall Plan from Task 4
4. Procedures planned for Task 11

OUTPUT: A draft implementation plan

PERSONNEL: Planning Committee

GUIDING PRINCIPLES OR ASSUMPTIONS:

To ensure successful implementation of new policies of teacher evaluation, school jurisdictions should be prepared to use all possible resources.

Teacher evaluation policies consistent with the principles of natural justice and which provide an appeal mechanism are required by Alberta Education.

PLANNING WORKSHEET

TASK CATEGORY: 14.0 Conduct Review of Inservice and Implementation Plans

SPECIFIC TASKS:

14.1 Elicit/solicit opinions of potential implementers and users

14.2 Solicit advice from resource personnel

14.3 Analyze and summarize 14.1 and 14.2

14.4 Make revisions

PURPOSE: To revise inservice and implementation plans to enhance clarity, applicability, and feasibility

INPUT:

1. Draft plans for inservice and implementation
2. Terms of Reference from Task 2
3. Responsibilities and Procedures from Task 3
4. Committee's Overall Plan from Task 4

OUTPUT:

1. Revised plan for inservice
2. Revised plan for implementation

PERSONNEL: Planning Committee
Resource Personnel
Potential evaluators and teachers providing feedback.

GUIDING PRINCIPLES OR ASSUMPTIONS:

At each relevant stage, the importance of involving teachers and administrators in the planning process cannot be overstated.

PLANNING WORKSHEET

TASK CATEGORY: 15.0 Conduct Inservice and Evaluate Implementation Plan

SPECIFIC TASKS:

15.1 Implement the Inservice Program

15.2 Elicit/solicit opinions regarding Inservice Program

15.3 Elicit/solicit opinions regarding Implementation Plan

15.4 Decide to recommend acceptance or revision of the Inservice Program and Implementation Plan

15.5 Forward a copy of policy, guidelines, procedures, and plans to Regional Office of Education

PURPOSE:

1. To orient and train teachers and evaluators
2. To use the information acquired from inservice experience as a basis for recommending acceptance or revision of Inservice and/or Implementation Plans

INPUT:

1. Inservice Program (see 3-day inservice prototype developed by University of Lethbridge which follows Task 12)
2. Implementation Plan
3. Feedback from inservice participants

OUTPUT: Recommendation to accept Inservice Program and Implementation Plan

PERSONNEL: Planning Committee
Inservice participants

GUIDING PRINCIPLES OR ASSUMPTIONS:

Evaluation is a dynamic activity. It will change over time. There needs to be a continuing examination of the evaluation system and the degree to which its goals and objectives are being accomplished. Research suggests three to five years may be required to institutionalize major new policy.

PLANNING WORKSHEET

TASK CATEGORY: 16.0 Board Ratifies Inservice Program and Implementation Plan

SPECIFIC TASKS:

16.1 Presentation of recommendation with documentation to Board of Trustees

16.2 Board decides

PURPOSE: To establish district policy, guidelines, and procedures for teaching performance evaluation system and associated inservice.

INPUT: Recommendation and required documentation

OUTPUT: District policy, guidelines, and procedures for teaching performance evaluation system

PERSONNEL: Alternatives - Planning Committee
- Planning Committee Executive

Plus Central Office and Board of Trustees

GUIDING PRINCIPLES OR ASSUMPTIONS:

PLANNING WORKSHEET

TASK CATEGORY: 17.0 Implement Approved Teacher Evaluation Plan

SPECIFIC TASKS:

17.1 Provide evaluation staff and resources

17.2 Arrange at central office and schools for scheduling and evaluator assignments

PURPOSE: To provide leadership, co-ordination, communication and support required for successful implementation of the system

INPUT: District policy, guidelines, procedures and plans from Task 16

OUTPUT: "Hands-on" experience

PERSONNEL: Central Office
School administrators

GUIDING PRINCIPLES OR ASSUMPTIONS:

Research has demonstrated the importance of Central Office commitment and support for successful implementation of a system for evaluating teachers.

PLANNING WORKSHEET

TASK CATEGORY: **18.0 Monitor and Evaluate the Implementation of District's Policy, Guidelines, and Procedures**

SPECIFIC TASKS:

18.1 Identify and select monitors and evaluators
18.2 Plan and implement procedures for collecting the necessary information (monitoring)
18.3 Plan and implement procedures for analyzing and interpreting the information (evaluating)
18.4 Plan and implement the reporting of conclusions and recommendations

PURPOSE: To provide a plan to secure information:

1. To ensure that the teacher performance evaluation system is appropriate and being implemented as intended
2. To provide for ongoing revising and updating of the policy, guidelines, and procedures

INPUT:

1. List of potential monitors and evaluators
2. Goals of Education, Goals of Schooling
3. Provincial policies and guidelines concerning teacher evaluation
4. Mission statements, policy statements, etc., regarding evaluation currently in place in the school district from Task 8
5. Terms of Reference from Task 2
6. Responsibilities and Procedures from Task 3
7. Sets of school system purposes from Task 8
8. Revised plan from Task 10

OUTPUT: A plan for use in preparing a monitoring/evaluating report on the teacher performance evaluation system with respect to, e.g., rationale, content, and provision for systematic reviews

PERSONNEL: Central Office
Designated monitors and evaluators

GUIDING PRINCIPLES OR ASSUMPTIONS:

Evaluation (Task 18.3) may be aided by comparing observations about actual implementation ("what is") with the intentions specified in the implementation plan ('what ought to be"). If the results are congruent then the plan was successfully implemented.

PLANNING WORKSHEET

TASK CATEGORY: **19.0 Follow-up Evaluations as Appropriate**

SPECIFIC TASKS:

19.1 Appropriate decision-makers (including teachers) receive and consider evaluation reports

19.2 Plan appropriate follow-up needs at district and individual levels

PURPOSE: To provide evaluations to aid in decision-making at the organizational and individual level.

INPUT: Output matrix from Planning Worksheet from Task 8

OUTPUT: Plans for follow-up activities

PERSONNEL: Appropriate decision makers at both the organizational and individual levels

GUIDING PRINCIPLES OR ASSUMPTIONS:

Purposes for evaluation have not been achieved until follow-up action occurs.

Chapter 4

CRITERIA FOR USE IN EVALUATING TEACHING PERFORMANCE

The following nineteen criteria are those identified from empirically based research as being associated with effective teaching. These criteria indicate teaching behaviors and classroom conditions under the control of the teacher that have shown over a number of studies to be consistently related to pupil learning. These criteria are described on Chart 3.

Some of the research references cited as documentation to support the inclusion of each criteria are provided beside each behavior. This documentation is shown on Chart 4. Most of these reference are reviews of the research that considered the results of a number of studies. The majority of the studies cited in the reviews are correlational in nature, and direct cause-effect linkages between teaching and learning were not established from them.

To assist potential evaluators the Teacher Effectiveness: Annotated Bibliography and References, (Vol. II), includes some of these references but is further elaborated to include junior high and senior high school research studies and to cover additional subject areas. As well, inservice programs and instruments related to specific criteria have also been included.

The criteria are numbered to assist the reader in identifying an appropriate observation instrument (Vol. IV, Tables 1 and 2). As well, the Teacher Effectiveness: Annotated Bibliography and References, (Vol. II) which includes audio-visual materials is also organized according to the nineteen criteria for easier user reference.

Note that the nineteen criteria are not inclusive and that the labels utilized are particular to this report. Other researchers may use different nomenclature, may subsume some of the nineteen listed into other categories, or may expand the nineteen. Hence, the numbers will vary. Chart 5 illustrates this. The criteria listed here are matched with those used by L. Mireau in the Inservice Kit which complements this Manual.

Again it should be stressed that neither list can be considered "the definitive one". Additional linkages between student learning and other effective teaching behaviors are continually being established thus contributing new criteria to be considered in evaluating teaching performance. Secondly, as educational research methods become increasingly sophisticated, definitions, instruments and procedures for recording observations will become more refined. Existing categories should be considered "in transition."

Nor are the nineteen criteria intended to be utilized as an exhaustive checklist for evaluating teaching performance. The intent is solely to indicate to those responsible for developing or redesigning an evaluation plan those teaching behaviors which have been empirically shown to correlate with student achievement.

Cautions:

Much of the recent literature on teaching performance suggest several cautions that must be considered throughout the evaluation process.

1. One type of information should not be used as the sole source of data. Many researchers and administrators recommend, for example:

    (a) observing a teacher in a variety of teaching situations -- different subject areas, grade levels, types of students, and instructional goals;

    (b) recognizing the importance of contextual variables -- augmenting the objective record with a narrative or descriptive record; and

    (c) using observational data in conjunction with other materials -- teacher's written plans, students' notes, etc.

2. The quality of evaluations is only as good as the reliability and validity of information collected. Observing and recording of teaching behaviors, for example, should be reliable and accurate.

3. There is broad consensus in the literature that the criteria selected by a district for evaluating teaching performance be congruent with the districts' overall goals and objectives.

Orienting and training administrators and teachers in evaluation methodology is assuming increasing importance. One section in Evaluation Procedures: Annotated Bibliography and References, (Vol. III), includes references and inservice materials which may be used to assist personnel in developing and maintaining the necessary evaluative skills.

As well, L. Mireau's Inservice Kit, Evaluating and Improving Teaching Performance, includes audiovisual materials which focus on training the observer to identify and record particular teaching behaviors. In addition, several tapes in this kit are directed at building conferencing skills.

Chart 3

Criteria Number	Criteria Name	Criteria Description
1.	Plans, Organization, and Implementation	Arrangements and procedures worked out in advance of instruction by the teacher and the extent to which these are appropriate and used.
2.	Academic Learning Time	The time a student is engaged with instructional materials or activities that allow a high level of success for that student.
3.	Teacher's Expectations	The appropriateness of the teacher's predictions of the individual's or group's achievements in a particular content area.
4.	Teacher's Awareness	Alertness to pupil behavior at all times; "withitness," having "eyes in the back of one's head" (Kounin, 1970).
5.	Concurrent Tasks Management	The efficiency and ease with which a teacher handles various classroom activities at the same time.
6.	Pace of Instruction	The rate at which learning experiences are provided for pupils by the teacher.
7.	Classroom Management	The teacher's facility to anticipate, prevent and deal satisfactorily with pupils' interpersonal and academic difficulties. Success in appropriately disciplining pupils.

Criteria Number	Criteria Name	Criteria Description
8.	Feedback to Pupils	Verbal and non-verbal responses to students.
9.	Time on Task	Engaged time; the time a student is attending to instruction in a particular content area.
10.	Enthusiasm	Teacher's display of eagerness and zeal.
11.	Clarity of Instruction	The communication of the teacher is such that the students are totally informed about what they should be doing, where to do it, and for how long, in order to ensure that students do not lose time because they are confused or because they are waiting for decisions to be made.
12.	Task Oriented/ Businesslike Orientation	The degree of academic focus and the teacher's directness in providing academically focussed instruction.
13.	Variability of Instruction	The appropriate use of variety in providing learning experiences for pupils.
14.	Flexibility	The ease with which the teacher adapts and adjusts satisfactorily to varying factors in the classroom setting.
15.	Understanding of Instructional Goals	The pupils' comprehension about what they should be doing, where to do it, and for how long.

Criteria Number	Criteria Name	Criteria Description
16.	Teacher Centred/Direct Instruction	"An instructional strategy where time spent on instruction is sufficient and continuous, content covered is extensive, goals are clear to students, materials are structured and sequential, questions are low level to produce many correct student responses, student progress is monitored, feedback is immediate and correct responses are reinforced. With direct instruction, the teacher sets the goals, plans the activities, chooses the material; questions are convergent, not divergent: interaction is structured, not authoritarian; tasks are cognitive oriented, not humanistic" (Ornstein, 1984: 343).
17.	Praise and Encouragement/Criticism	The appropriate use of positive (e.g., praise and encouragement) and negative (e.g., criticism) reinforcement methods.
18.	Individualization of Instruction	Teaching adapted to the background, ability, and needs of individual learners.
19.	Questioning Techniques	Matching the types of questions asked of the student to the characteristics of the student and to the instructional objectives.

Chart 4

Criteria Number	Criteria Name	Selected References
1.	Plans, Organization and Implementation	Brophy, 1982; MacKay, 1979; Berliner, 1979; Gage, 1978; Brophy, Evertson, 1976: Good, et al, 1975; Glass 1972.
2.	Academic Learning Time	Ornstein, Levine, 1981; Cookson, 1980; Huitt, Segars, 1980; Brophy, 1979; Berliner, 1979; Good, 1979; Medley, 1979; Noli, 1979; Peterson, 1979; Rosenshine, 1979; Good, et al, 1975; Bloom, 1974; Rosenshine, Furst, 1971.
3.	Teacher's Expectations	Good, Brophy, 1984; Proctor, 1984; Borko, et al, 1979; Brophy, 1979; Doyle, 1979; Winnie, Marx, 1979; Good, 1977; Rosenshine, 1976; Jeffer, 1973; Rosenthal, Jacobson, 1968.
4.	Teacher's Awareness	Good, Brophy, 1984; Brophy, 1979; Good, 1979; MacKay, 1979; Kounin, 1970.
5.	Concurrent Tasks Management	Good, Brophy, 1984; Denham, Michael, 1981; Brophy, 1979; Good, 1979; Kounin, 1970.
6.	Pace of Instruction	Good, Brophy, 1984; Piechowski, Colangelo, 1984; Salzer, 1984; Noonan, Wold, 1983; Huitt, Segars, 1980; Brophy, 1979; Good, 1979; Brophy, Evertson, 1973, 1976; Good, et al, 1975.
7.	Classroom Management	Curwin, Mendler, 1984; Bechtol, Anderson, 1981; Project T.E.A.C.H, 1979: Borko, et al, 1979; Doyle, 1979: Gage, 1978; Dunkin, Biddle, 1974; Kounin, 1970.

Criteria Number	Criteria Name	Selected References
8.	Feedback to Pupils	Brophy, Good, 1984; Anderson, Evertson, Emmer, 1980; Brophy, 1979; Peterson, 1979; Good, Grouws, 1977; Brophy, Evertson, 1976; Rosenshine, 1976.
9.	Time-on-Task	Strother, 1984; Anania, 1983; Bloom, 1980; Cookson, 1980; Berliner, 1979; Peterson, 1979; MacKay, 1979; Good, Grouws, 1977; Medley, 1977; Rosenshine, 1976; Tikunoff, 1975; Bloom, 1974.
10.	Enthusiasm	Good, Brophy, 1984; Brophy, 1979; Good et al, 1975, 1979; Rosenshine, Furst, 1971; Rosenshine, Hamachek, 1969.
11.	Clarity of Instruction	Smith, Smith, Staples, 1982; Smith, Land, 1981; Brophy, 1979, 1981; Cruickshank, 1979; MacKay, 1979; Peterson, 1979; Good, Grouws, 1977; Brophy, Evertson, 1976; Rosenshine, Furst, 1971.
12.	Task Oriented/ Businesslike Orientation	Brophy, Good, 1985; Larson, 1984; Ornstein, Levine, 1981; Cookson, 1980; Brophy, 1979; MacKay, 1979; Medley, 1979; Noli, 1979; Peterson 1979; Good, Grouws, 1977; Boak, Conklin, 1975; Glass, 1972; Rosenshine, Furst, 1971.
13.	Variability of Instruction	Bailey, 1984; Brophy, 1979, 1981; Good, 1979, 1981; Good, et al, 1975; Rosenshine, Furst 1971.
14.	Flexibility	Brophy, Good, 1985; Martin, 1979; Good, Grouws, 1977; Block, 1971; Rosenshine, Furst, 1971; Flanders, 1970; Soar, 1968.

Criteria Number	Criteria Name	Selected References
15.	Understanding of Instructional Goals	Brophy 1973; Good, Brophy, 1985; Peterson, 1979; Brophy, Evertson, 1976; Good, et al, 1975; Good, Kounin, 1970.
16.	Teacher Centred/ Direct Instruction	Gersten, Carnine, 1984; Meyer, 1984; Cicchelli, 1983; Ornstein, 1981, 1983; Brophy, 1979; Fedigan, 1978; Medley, 1977, 1979; Peterson, 1979; Rosenshine, 1979; Brophy, Evertson, 1973, 1976; MacDonald, 1976; Stallings, Kaskowitz, 1975; Soar, 1973; Bereiter, Englemann, 1966.
17.	Praise and Encouragement/Criticism	Roscoe, Peterson, 1982; Medley, 1979; Fedigan, 1978; Anderson, Brophy, 1976; Brophy, Evertson, 1976; Rosenshine, Furst, 1971; Lembo, 1969; Flanders, 1965.
18.	Individualization of Instruction	Slavin, 1984; Huitt, Segars, 1980; Peterson, 1979; MacDonald, 1976; Rosenshine, 1976; Dunkin, Biddle, 1974; Good, Brophy, 1973; Block, 1971.
19.	Questioning Techniques	Sloan, Toews, 1984; Blosser, 1983; Cookson, 1980; Medley, 1979; Peterson, 1979; Fedigan, 1978; Rosenshine, 1976; Brophy, Evertson, 1976; Rosenshine, Furst, 1971; Bereiter, Englemann, 1966; Flanders, 1965.

Chart 5

Inservice Kit: Dr. L. Mireau

Criteria Number	Criteria Name	Module No.	Behavior No.	Criteria
1.	Plans, Organization and Implementation	2	1:	Rules and Routines
		3	3:	Minimize Direction Giving
		3	2:	Optimize Academic Learning Time
		3	1:	Planning
2.	Academic Learning Time	3	3:	Minimize Direction Giving
		3	2:	Optimize Academic Learning Time
		5	7:	Momentum
3.	Teacher's Expectations	2	1:	Rules and Routines
		3	4:	Teacher Clarity
		4	1:	Selection of Students
4.	Teacher's Awareness	2	2:	Withitness, Awareness
		2	6:	Circulating, Monitoring
		5	3:	Withitness
5.	Concurrent Tasks Management	2	3:	Low Key Responses
		2	6:	Circulating, Monitoring
		5	2:	Overlappingness
6.	Pace	3	2:	Worthwhile Seatwork
		3	7:	Variety
		5	7:	Momentum
7.	Classroom Management	2	3:	Low Key Responses
		2	4:	Nip in Bud
		2	5:	Nab Culprit
		2	6:	Circulating, Monitoring
		5	2:	Overlappingness
		5	5:	Warmth

Inservice Kit: Dr. L. Mireau

Criteria Number	Criteria Name	Module No.	Behavior No.	Criteria
8.	Feedback	2	3:	Low Key Responses
		2	6:	Circulating, Monitoring
		4	2:	Sustaining Responses
		5	5:	Warmth
9.	Time-on-Task	2	6:	Circulating, Monitoring
		3	2:	Worthwhile Seatwork
		3	2:	Optimize Academic Learning Time
		3	2:	Standard Signal
		5	4:	Smoothness
10.	Enthusiasm	5	8:	Persuasiveness
11.	Clarity of Instruction	3	2:	Standard Signal
		3	4:	Teacher Clarity
		5	1:	Clarity
		5	4:	Smoothness
		5	8:	Persuasiveness
12.	Task Oriented/ Businesslike Orientation	2	1:	Rules and Routines
		3	3:	Minimize Direction Giving
		3	2:	Standard Signal
		5	7:	Momentum
13.	Variability of Instruction	3	7:	Variety
14.	Flexibility	3	7:	Variety
		4	3:	High and Low Order Questions
		5	7:	Momentum
		5	8:	Persuasiveness

Criteria Number	Criteria Name	Module No.	Behavior No.	Criteria
15.	Understanding of Instructional Goals	3	4:	Teacher Clarity
		3	7:	Variety
		5	8:	Persuasiveness
16.	Teacher Centred/ Direct Instruction	2	1:	Rules and Routines
		3	6:	Large Group Instruction
17.	Praise and Encouragement/Criticism	2	6:	Circulating, Monitoring
		4	2:	Sustaining Responses
		4	4:	Use of Praise
		4	5:	Use of Criticism
		5	5:	Warmth
		5	6:	Empathy
18.	Individualization of Instruction	2	6:	Circulating, Monitoring
		3	2:	Worthwhile Seatwork
		4	3:	High and Low Order Questions
		4	4:	Use of Praise
		4	5:	Use of Criticism
19.	Questioning Techniques	4	1:	Selection of Students
		4	2:	Sustaining Responses
		4	3:	High and Low Order Questions

Chapter 5

UNDERSTANDING OBSERVATION METHODS

Collecting Data

Various types of information gathered from several sources may be employed to ensure that the evaluation of teacher performance is as precise as possible. Three major considerations must be taken into account when organizing systematic observations of teaching behaviors and classroom transactions.

- The most reliable information is gathered by use of low-inference instruments and low-inference methods.
- The evaluation procedures and the specific teaching behaviors and classroom transactions selected for attention may vary according to the needs and desires of each school. As well, each teacher-evaluator pair may jointly decide on focus and procedure.
- Observers must be aware of the possible effects of an outsider's presence on the behavior of the teacher as well as the performance of the students, and that these alterations in behavior may reduce the validity of the measurement of performance.

Types of Instruments

Instrument selection is an important part of the supervision procedure and each type of instrument has advantages and disadvantages that should be considered. According to Harris, Bessent and McIntyre (1978), four observation instrument types exist:

A. Rating scales
B. Frequency tabulation
C. Checklists
D. Free - response, narrative, or anecdotal statements

Some instruments are a combination of the above.

A. Rating Scales

In the past, rating scales were the most high-inference, yet the most widely used instrument type. Scores from such instruments were often unreliable because of recorder bias, ambiguous definitions of activities and the inclusion of ratings on unobservable events such as "daily preparation" and "teacher knowledge".

However, a well developed, low-inference rating scale can be a valuable tool in the supervision process and has the following characteristics:

- clearly defined sets of observable behaviors
- numerical values for differentiating observable events on a continuum of quality or quantity

- a single scale for each category of events
- and ideally, an indication of a standard on the scale.

The following example describes a rating scale that would offer precise information:

Example 1:

1. Did the teacher state the lesson objective?

Did not state the objective	Only implied the character of the objective	Stated the objective, not very clearly	Stated the objective, clearly

---

Each rating on the above scale is defined according to an **observable behavior.** Recorder inference is minimal due to the fact that he is asked to circle the number of the corresponding behavior that he actually observed. The term 'clearly' should be well defined by the observer and teacher before use of this instrument. In this example, the probable acceptable standards would be "stated objective clearly". Combining the results from this rating scale with other instruments, such as free-response or anecdotal statements, will increase reliability.

Example 2 is a high-inference method of evaluation using a rating scale. The ambiguity lies in the term "classroom management" and how the recorder perceives and judges the behavior of the teacher.

Example 2:

The classroom management techniques used by the teacher were:

Adequate				Inadequate
1	2	3	4	5

In the last example of a rating scale the more global characteristic "classroom management" is described and placed in four categories:

Example 3:

		Strongly Agree				Strongly Disagree
a)	The teacher was well organized.	5	4	3	2	1
b)	The teacher paced the lesson to meet individual student needs.	5	4	3	2	1
c)	The teacher maintained a high level of student attending behavior	5	4	3	2	1
d)	The teacher used a variety of questioning techniques.	5	4	3	2	1

Because there is less ambiguity concerning the term "classroom management" the above rating scale is less of a high-inference instrument than example 2. As well, the information recorded may alert both the teacher and supervisor to possible staff development activities in any of the categories. Low-inference instruments which utilize a small unit of observation e.g. one behavior or technique could serve to initiate such activities.

B. Frequency Tabulations

Frequency tabulation instruments are used for recording the occurrence of an event over time or to count the number of units of a particular category of events. The observer may record on a time-interval basis using an instrument containing well defined categories of behaviors. For example, teacher activities such as, "takes attendance", "asks questions", "clarifies answer," "moves around student desks", may be coded every 15 seconds; or the observer may scan the students' behavior in a well defined pattern every five minutes, recording a number of attentive/inattentive behaviors.

The next example taken from Strategies of Effective Teaching (Orme, 1978) illustrates a simple coding sheet to help analyze one aspect of classroom interaction on which the observer can record frequencies of each response as it occurs during teaching:

Example 4:

Teacher Question	Student Response	Teacher Reinforcement	Probe Nonprobe
(tally)	(tally)	(o, +, -)	(tally)

More detail can be easily added. The column on teacher reinforcement may be extended to record various types of teacher behavior, verbal and nonverbal; for example, ignore (o), reinforce (+), and punish (-). When probes occur, indicate with a check in column four. Nonprobes can be recorded with an X. A column five could be added to include type of probe: redirect, refocus, prompt, clarification, critical awareness relation, or prediction. Information collected employing frequency tabulations will offer a reasonably accurate sample of specific classroom activities.

Often this type of instrument is used to record student on-task behavior. Within a specified time period and at specified time intervals the observer could record one student, a random sample of students, or the entire class.

Example 5:

Time Intervals	1	2	3	4	5
Student A					
B					
C					

Code:
On-Task - OT
Talking - T
Out of Seat - OS
Non-Productive Activity - NP

C. Checklists

Checklist instruments may include many categories of events wherein the presence of a behavior is recorded. A checkmark beside an event such as 'teacher greeted students at the door' indicates the fact that students were greeted, and not the quality of that teacher's behavior. This recording results in a survey of the presence or absence of certain classroom behaviors as indicated by the instrument domain. Checklists have the potential of being low-inference measurements of behavior because the observer may make a mark or state a time when a specific, observable teaching behavior takes place. The example below, however, is more holistic and more subjective.

Example 6:		Yes	No
1.	Has knowledge of subject matter		
2.	Shows evidence of long-range planning		
3.	Presents lessons clearly		
4.	Monitors students' involvement and response		
5.	Is a good model		

D. Free-response, Narrative, and Anecdotal Statements

Free-response instruments attempt to record all the teaching domains: classroom, teacher, pupils, and lesson. The observer describes in brief narrative form any observed event that relates to a well defined category. The result is a holistic view of a total classroom situation. Example 7 illustrates this type of instrument.

Example 7:

Please comment on the following:

1. Planning and Preparation: ______________________________

____

2. Classroom Control: ______________________________

____

3. Curriculum: ______________________________

____

____

____

Example 7 can be a highly subjective instrument. The evaluator records the observations of the classroom situation using a fairly unstructured format, and the results depend largely on the perception of the evaluator and whether judgements are included in these comments. The behaviors that make up each aspect of classroom operation are not specified. Instead, the evaluator is expected to recall behaviors which are selected in idiosyncratic fashion, apply criteria that are unique to the observer, and record generalized impressions.

Narrative and anecdotal statements may be low- or high-inference recordings depending upon an evaluator's comments. For example, a verbatim record of classroom discourse is low-inference. As well, **descriptive** anecdotal statements are low-inference measurements of teaching behaviors. As in an ethnographic study, the observer is listing exact, observable teaching behaviors and the times at which they occurred. An illustration follows.

Example 8:

9:00 - 9:00	Teacher at door. Spoke to each child as they entered classroom.
9:10 - 9:15	Teacher delivered verbal instructions to the students. Students silent.

In contrast to example 8, the following is an example of anecdotal statements which is a high-inference measurement:

Example 9:

9:00 - 9:10	Teacher greeted children warmly at the door and took a positive interest in each child.
9:10 - 9:15	The teacher appeared warm and convivial as a thorough set of instructions was presented to the class. The students were eager to learn and listened attentively.

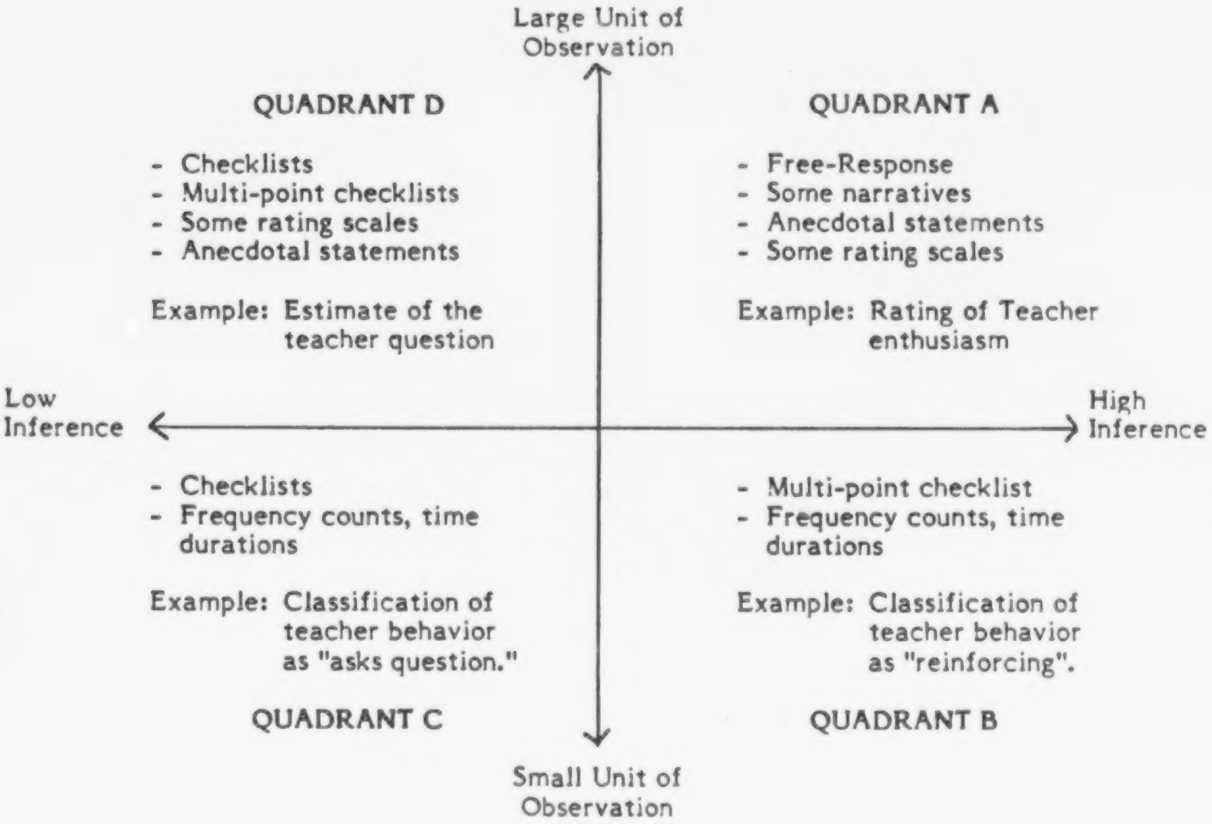
The above illustrates **judgemental** anecdotal statements which is a high-inference measurement because a teaching behavior is inferred according to the beliefs of the observer. Value terms such as "warm" and "convivial" indicate a judgement is being made.

Classification of Observation Procedures

Data collecting procedures depend upon the **Unit of Observation** and observer/instrument **Inference Level.** Information gathering methods can be placed on a two-dimensional graph as indicated in Figure 2, p. 69. The horizontal axis is related to inference level, either low or high; and the vertical axis indicates the unit of observation, either large or small. The focus of the observation will determine the inference level and the observational unit.

Figure 2

CLASSIFICATION OF OBSERVATION PROCEDURES



QUADRANT D

- Checklists
- Multi-point checklists
- Some rating scales
- Anecdotal statements

Example: Estimate of the teacher question

QUADRANT A

- Free-Response
- Some narratives
- Anecdotal statements
- Some rating scales

Example: Rating of Teacher enthusiasm

QUADRANT C

- Checklists
- Frequency counts, time durations

Example: Classification of teacher behavior as "asks question."

QUADRANT B

- Multi-point checklist
- Frequency counts, time durations

Example: Classification of teacher behavior as "reinforcing".

Large unit of observation:	examples - total class time, all students, many classroom behaviors.
Small unit of observation:	examples - time - interval of 3 seconds, few classroom behaviors, few students.
High Inference:	observer judgements on behavior recorded.
Low Inference:	observed behaviors recorded.

Adapted from: Texas Junior High School Study: Final Report of Process - Outcome Relationships, Classroom Observation Scales, Appendix B. The University of Texas, Austin Texas: Research and Development Center for Teacher Education, 1978, p. 9.

Referring to Figure 2: Classification of Observation Procedures:

Unit of observation relates to a) the number of teaching behaviors to be observed, b) the number of students or student behaviors to be observed, and c) the duration of time between recording events.

Inference level relates to the degree of observer judgement about the teaching performance. A low-inference procedure will result in information about teaching behaviors only; no judgement or opinions of the observer will be recorded. Alternately, high-inference procedures include observer judgements about the quality, the appropriateness or the adequacy of teaching and student behaviors.

All data collecting procedures can be placed within Figure 2. Advantages and disadvantages exist with methods found in each of the four quadrants. Types of instruments for recording effective teaching can be placed in more than one quadrant because (a) the axes are continuous and (b) the categories of behaviors being measured may vary from instrument to instrument.

Quadrant A relates to information gathering procedures that are high-inference and includes large observation units. Because no specialized coding system exists, the training time is minimal and any classroom behavior can be recorded. Narratives and anecdotal statements, free-response descriptions, and some rating scales pertain to quadrant A. Observation procedures selected from quadrant A can provide a summary judgement based on one observation occasion.

Quadrant B information also involves relatively high-inference levels, but unlike quadrant A, small units are observed. These specific units of observation could include three or four teacher behaviors only; or teacher behaviors every five minutes, etc. Frequency counts, time durations, rating scales and multi-point checklists are instruments of this category. The observer makes a decision about classroom events as they occur, using a precise scale, and is not asked to summarize all behaviors on one occasion. Training of observers regarding the definitions is usually necessary. A limited number of dimensions can be measured; therefore, as with all data collecting methods, it is desirable to combine data gathered employing quadrant B procedures with other information.

Data collected employing **Quadrant C** methods involve little or no inference and small units of observation. Behavior is classified during short durations of time or after single events, and no interpretation is required of the observer. Instruments pertaining to quadrant C include some frequency counts and duration to time instruments, as well as checklists. Although the information gathered employing this method is reasonably precise, only a small number of potential classroom dimensions are measured. A drawback of selecting quadrant C methods for information gathering is the fact that observers usually require training to learn the specific definitions of categories being measured and the coding system.

Quadrant D procedures, like quadrant A methods of collecting data, involve a large observation unit, require minimal observer training time, and record information about a variety of classroom settings and teaching conditions. Like quadrant C, the data gathered is low-inference. Checklists and multi-point checklists are characteristic of this method. An elaborate coding process does not exist but the recorder must learn the definitions for the behaviors and the various scale points. Multi-point checklists are particularly useful because the data collected is precise yet these instruments offer the potential for flexibility and adaptability to a variety of classroom concerns.

Collecting accurate data about teaching performance is a major procedure in the total supervision process. To establish a complete performance profile, information could be gathered employing methods outlined in all four of the quadrants from Figure 2. The more information collected, from as many sources as possible, the more precise, thorough, and accurate a teaching performance profile will be.

Developing and Adapting Observation Instruments

Medley, et al (1984: 114-115) view three levels of hierarchically related levels of teacher competence. The lowest level is that of a teaching **skill**: a teacher functioning at this level is competent to execute a lesson plan. The second level of teacher competence is the ability to develop a lesson plan and the third level has to do with defining objectives (appropriate to the class and the goals set for the school in the community). The authors recommend that measurement based teacher evaluation should not be applied to competencies at the second level until it has been successfully used to evaluate competencies on the first. The authors are emphatic that the process of performance evaluation be performed with a high degree of objectivity and in four distinct steps: defining the task; obtaining the record; scoring the record; and evaluating the scores. Such objectivity, they argue, will allow comparisons of different teachers to be made. Such an objective system of evaluation requires training of potential evaluators.

Systematic observation requires a direct focus. "Defining the task" provides such a focus. Summaries of Instruments for Use in Evaluating Teaching Performance, Vol. IV, will provide guidance in selecting criteria and using or adapting descriptors. The reader is also directed to L. Mireau's Inservice Kit, Evaluating and Improving Teaching Performance, which complements this Manual.

A primary focus of M. Orme's Strategies of Effective Teaching (1978) is classroom interaction, specifically questioning techniques and probing (a teaching strategy which has been shown to lead to reflective thinking in students). To systematically observe this behavior, Orme utilizes a frequency recording form which has been referred to previously (see p. 65). Strategies of Effective Teaching is a series of eight 30 minute programs and one 60-minute program for in-service and preservice teacher training (refer to Vol. III for an annotation of this series). However, Program 4: Questioning Techniques and Probing, Program 7: Applied Observation and Analysis Skills, and Program 9: Demonstration Lessons, could easily provide an Inservice Kit to orient administrators and teachers in identifying and recording these specific teacher behaviors. As well, some guidance is provided in progressing from a simple recording format to others of increasing complexity.

A direct focus for much of R. Manatt's materials is M. Hunter's "Seven Steps to Lesson Design". These are: anticipatory set, objective, input, modeling, check for understanding, guided practice, and independent practice. Manatt suggests "closure" for step eight. Two observation instruments to which Manatt often refers are "timeline format" and "topical data capture". Both are narrative instruments which employ a standard - a particular lesson design and teacher presentation - and judgements may be applied to evaluate how well the teacher adhered to the standard. The "timeline format" (Sample 1) and the "topical data capture" (Sample 2) are presented at the end of this chapter.

Depending on the direct focus, a seating plan (Samples 3 and 4) may be used in a variety of ways. For example:

- plot teacher movement during lesson(s). This may reveal that a teacher is unintentionally restricting movement to "front half" of classroom.
- record attention accorded individual students by teacher. Depending on the coding system employed by the recorder, this format may range from simple to complex.
- record verbal and nonverbal interaction between students and teacher. By calculating the percentage of interactions accorded male and female students, this recorded data may reveal a teacher unintentionally "favouring" male or female students. Again, if the kind of teacher response is coded (for example, ignore, punish, reinforce), more information is available.
- time-on-task. Again, depending on the coding system, the unit of observation and the time interval, this may be a simple or complex instrument for measuring student behavior. From the data collected the percentage of time of student(s) on-task may be calculated.

The chief advantage of all of the above examples which employ a seating plan is that the data collected is objective - - no inference or judgement is made by the observer. In addition, teachers generally find the information "non-threatening" and of immediate use, and observers require little if any training.

Sample 1
Timeline Format (Clinical)

CONCLUSIONS	NARRATIVE		CONFERENCE QUESTIONS
	Time		What, When, Why, How?
RECAP	RECAP	RECAP	PLANS
Strengths	TOTAL:	(1) One thing to reinforce	Techniques I will use:
Things To Change	ENGAGED	(2) One behavioral objective for change	Techniques I will use:

Sample 2

Teacher ____________________

Date ____________________

Observer ____________________

TOPICAL DATA CAPTURE

(1) Anticipatory Set

(2) Objectives

(3) Input

Wonder About?

Sample 3

Interaction Observation Form

Teacher's Name ______________________________
Observer's Name ______________________________
Date ____________________________________

Each time the teacher interacts with a student, (during recitation or seatwork) place the appropriate symbol in that student's box.

(Front of Room)

Row 1	*Row 2*	*Row 3*	*Row 4*	*Row 5*	*Row 6*	*Row 7*

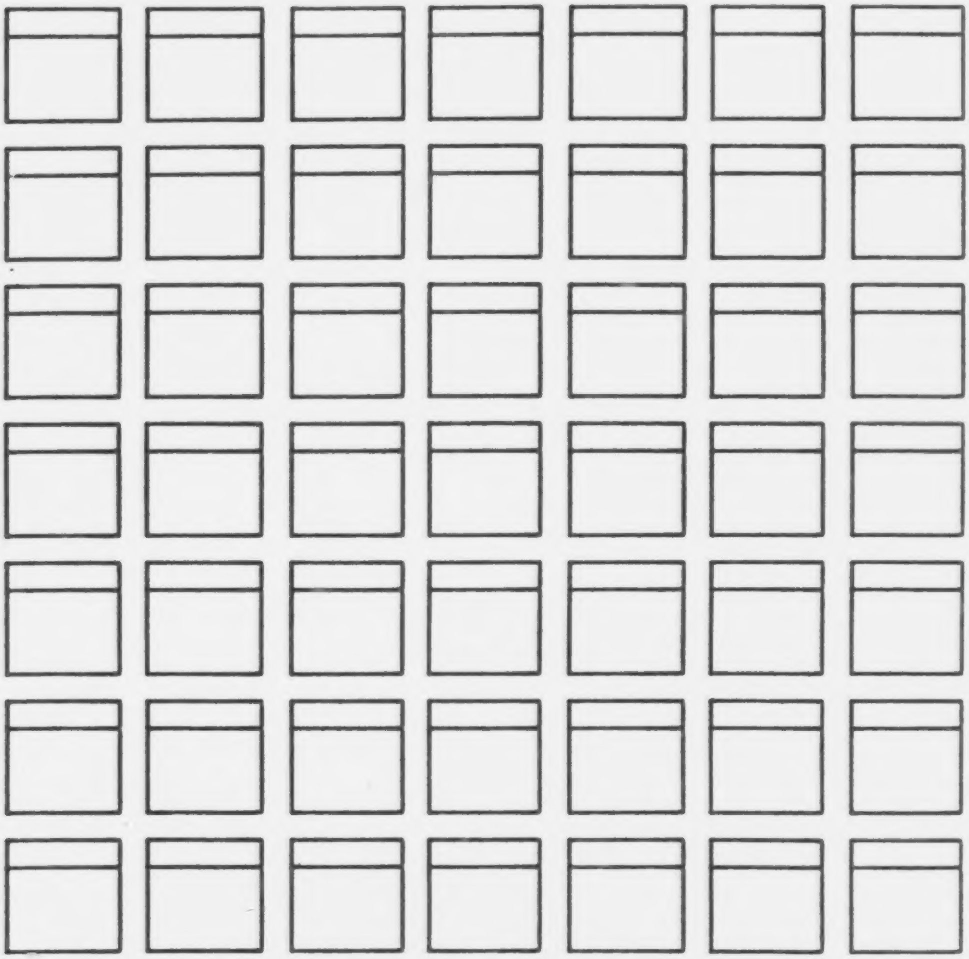
Sample 4

Engagement Rate Observation Form

Teacher's Name ______________________________ **Date** ______________
Observer's Name ______________________________ **Time** Begin: ____________
End: ____________

Sweep	Time	Activity	Sweep	Time	Activity
1.	___	________________	6.	___	________________
2.	___	________________	7.	___	________________
3.	___	________________	8.	___	________________
4.	___	________________	9.	___	________________
5.	___	________________	10.	___	________________

(Front of Room)



CHAPTER 6

POST OBSERVATION ACTIVITIES

Analysis and Interpretation

Data gathered from selected observation methods should be interpreted jointly by the supervisor and teacher, and judgements regarding teaching performance made according to predetermined standards.

Standards upon which a performance is judged may be determined before the evaluation in the following ways.

- The observation instrument utilized indicates acceptable standards.
- The teacher and the evaluator may jointly agree upon standards that are based on what may be typical and/or realistic when the objectives for the lesson and conditions in the classroom are considered.
- The evaluator determines the performance standard based on his/her knowledge of similar circumstances elsewhere.
- The teacher determines personal performance standards dependent upon expectations, subject matter, and lesson objectives.

An evaluator may initiate supervision with a holistic or global measurement to indicate effective and less effective teaching areas. This overview could direct further developmental supervision which would employ more specific methods of data gathering focused on precise teacher behaviors. For example, results from a narrative instrument may indicate that the teacher is ineffective in the broad category of "questioning techniques." A low-inference, small unit instrument, such as a questioning checklist, may be employed to focus on specific questioning types and strategies. The skill recorded on a specific instrument may produce a very clear picture of precise teaching behaviors.

Analysis of data from each of the four types of observation procedures may take the following forms:

A. Rating scales may indicate whether a behavior has occurred and the quality or quantity of that behavior. Some of these instruments offer a summary of a total lesson. The events in each category must be analysed according to the lesson objectives and classroom conditions. A study of scores in each category will indicate effective or less effective teaching behaviors. The subjectivity of the data from rating scales must be thoroughly examined (Medley, et al, 1983).

B. Frequency tabulation instruments offer information on specific classroom events. Depending upon the focus, these instruments will:

   - indicate specific teacher or student activities at timed intervals throughout a lesson, or

- indicate the number of times a teacher or student behavior occurs during a lesson.

An instrument that asks the recorder to code "teacher questioning techniques" will inform as to:

- the types of questions the teacher asked (direct, complex, open-ended, choice, etc)
- the types of teacher response (probe, nonprobe)
- whether students were called upon to respond before the question, during the question, or after the question
- whether pauses were used after questions were asked.

The supervisor and teacher could then analyze the data according to the appropriateness of the questioning techniques in relation to the lesson objectives and classroom characteristics. The resulting data give precise information about certain specified activities.

C. Checklists are usually holistic and offer an overview of many classroom activities. The quality of behaviors is not indicated, just the presence or absence of events. Whether a lesson would have been enhanced by the addition of an activity that was absent depends upon the initial standards determined by the evaluator and evaluatee, and by the objectives of the lesson.

D. Free-response instruments, narratives, and anecdotal statements also may offer holistic information about classroom activities. Free-response instruments and some narratives call upon the observer to respond to questions asked for observed events that relate to any given category. The resulting information is a summary of a class in descriptive form. Use of these instruments will facilitate communicating information regarding broad categories of classroom events and may lead to the use of more specific instruments that focus on one or two performance areas.

One instrument or method of gathering data will not suffice in offering a total, precise and objective account of teaching performance. However, the analysis and interpretation of information collected from numerous sources and by many methods may result in a **teaching performance profile** that is not only accurate, but **thorough.** Interpretation is most successful if completed jointly by the evaluator and teacher based on the data gathered and the resulting profile.

Data collected using low-inference instruments with trained observers is the most credible and, therefore, should be incorporated in a teaching profile to a greater degree than information gathered employing extremely high-inference measurements.

Conferencing

The teaching performance evaluation should not terminate after analysis and interpretation. The profile developed and the judgements made should be communicated to the teacher in a post-observation conference. The climate of this conference and form it takes are important to the success of this follow-up activity.

An evaluation of teaching performance may result in many activities for the appraisee. A well planned conference recognizes the fact that the teacher is a professional and the psychological as well as the technical aspects of a conference are a consideration. The supportive evaluator will maintain a warm, convivial atmosphere throughout the conference. A conference should include praise as well as criticism. The most helpful conference provides a balance between teaching performance weaknesses and strengths. The evaluator should be willing to listen to feedback and accept the teacher's ideas and opinions.

According to Sweeney (1984) the successful, well planned conference will have the following characteristics:

> **A climate** that is relaxed and supportive.
>
> **An introduction** that clearly states the purpose of the conference and explains the conference structure.
>
> **A coaching/counselling section** that clearly presents data and describes observations, focuses on important, modifiable items, discusses alternative behaviors, and checks for understanding.
>
> **An identification of goals** that are attainable by the teacher over a period of time.
>
> **A closure** that summarizes the main points of the conference and indicates a schedule for follow-up.

For further assistance concerning conferencing the reader is directed to Evaluation Procedures: Annotated Bibliography and References, (Vol. III) and L. Mireau's Inservice Kit, Evaluating and Improving Teaching Performance, which includes several videotapes on building conferencing skills.

Record Keeping

Record keeping refers to the filing of any information pertinent to the performance evaluation of a teacher. These materials could be in the form of written reports, memos, lesson plans, observation instruments, letters, audio-visual data and conference agendas. The method of record keeping and the determination of access to information should be included in the district evaluation plan.

The evaluation process is cyclic and record keeping on the part of the evaluator would follow that pattern, as illustrated in Figure 3. The decisions made at the conferencing stage will determine whether the cycle will be repeated or terminated. Yet the evaluation cycle is never fully terminated other than in the sense of having established an acceptable level of teaching performance. Rather, the evaluation process may become an integral component of staff development activities building toward more effective programs and more effective schools.

Figure 3

RECORD KEEPING CYCLE

A

Documentation of Lesson(s)

1. Preobservation data
2. Instruments used (holistic, specific)
3. Other written material
4. Synthesis of data

B

Conferencing Agenda

C

Conference Report and Decisions Made

1. No further supervision needed at this time
2. Staff development activities (specific skill development)
3. Intensive assistance
4. Other decisions.

The Record Keeping Cycle

A. **Documentation of Lesson(s).** The instrument(s) used while observing a lesson, the lesson plan, as well as the analysis and resulting performance profile could be included in the teacher's file. Lesson observation documentation is the basis for the remaining two steps of the cycle. Therefore, the information gathered and the data analysis should be as complete and accurate as possible.

B. **Conferencing Agenda.** A conference should be well planned as stated in the conferencing section of the manual. An agenda indicating each area to be addressed could also be included in the appraisee's file.

C. **Conference Report and Decisions Made.** Du Vall (1983) advises that "there is probably no 'right' way to report information collected in the evaluation of teaching" (38). The most appropriate method of report writing, continues Dr Vall, is dictated by the way the information will be of best use to the people who will make a decision based on the evaluation. However, evaluation reports have some similar characteristics. The report at the end of the conference which may be included in the teacher's file should be **brief, direct**, and contain **only relevant information.** The report can be in the following formats:

- a memo upon which the evaluator briefly summarizes the evaluation process and decisions made.
- a standardized form could be developed to assist the evaluator in summarizing the evaluation.

A conference report, in either a memo or a standardized form, may contain all, or a portion of the following information*:

- Name of teacher, evaluator
- Dates of the observation, conference
- Performance area
- Purpose of the evaluation
- Procedures of the evaluation
- Documentation/appraisal method(s)
    - lesson plan
    - instrument(s) employed
    - method of data analysis
    - standard(s)
- Evaluator's comments
    - recommendations
    - decisions made
- Evaluatee's comments
- A schedule of further evaluation activities
- Signature of evaluator and teacher

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*Adapted From: Manatt, Richard P. Supervising the Marginal Teacher, Instructional Materials Booklet, Research Institute for Studies in Education, Iowa State University, Iowa, 1984, pp. 28, 29.

The reader is reminded that L. Mireau's Inservice Kit contains a section on the writing of reports. As well, the reader is directed to Evaluation Procedures: Annotated Bibliography and References, (Vol. III), particularly the section entitled "Planning for an Evaluation of Teaching Performance" and "Follow-up, 3. Report Writing".

The Marginal Teacher

Under normal circumstances, the decision made at the end of the conference is that the teacher is performing effectively. Therefore, the cycle could be terminated until the regular supervision schedule, as decided upon by the jurisdiction and school, begins again.

However, in some cases the teacher's performance will have been assessed as marginal and the decision may then be to either terminate employment or offer intensive assistance. The teacher and evaluator could decide jointly as to the nature of the assistance.

Therefore, in addition to the information outlined above, the report for the marginal teacher may include:

- a schedule of future observations
- names of other evaluators who could become involved in this process
- inservice activities outside the school
- any assistance forthcoming from within the school.

After the marginal teacher has been allowed time to improve performance and/or received assistance, the observation/record keeping cycle will being again. **It is imperative that the evaluator continue keeping thorough records as outlined in the cycle for every performance observation for the marginal teacher.** The cycle should continue until such time as performance meets set standards or termination of employment is necessary. Such procedures will be consistent with the principles of natural justice and provide an appeal mechanism.

Once the marginal teacher has acquired the goals of the intensive supervision, a final report indicating such and summarizing the procedures should be added to the file. The teacher may then be placed on the regular supervision schedule with or without continuous monitoring by and communication with the supervisor.

A marginal teacher who does not meet the set standards after intensive assistance and a predetermined period of time, may be released from employment. A report thoroughly outlining the procedures taken in the supervisory process should be placed in the file that already contains the documentation supporting the decision to terminate.

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Appendix 1

GOALS OF SCHOOLING
AND
GOALS OF EDUCATION

Appendix I (a)

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of eduction. Programs and activities shall be planned, taught, and evaluated on the basis of these specific goals in order that students:

1. Develop competencies in reading, writing, speaking, listening and viewing.
2. Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
3. Develop the learning skills of finding, organizing, analyzing and applying information in a critical and objective manner.
4. Acquire knowledge and develop skills, attitudes and habits which contribute to physical, and social well-being.
5. Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national, and international levels.
6. Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparations for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

FROM: The Goals of Basic Education for Alberta, 1978.
A document prepared by the Curriculum Policies Board, Edmonton: Alberta Education, 1977 (E.A. Torgunrud). Adopted by the Alberta Legislature, May 18, 1978.

Appendix I (b)

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

1. Develop intellectual curiosity and desire for lifelong learning.
2. Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
3. Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
4. Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
5. Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
6. Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
7. Develop an appreciation for the role of the family in society.
8. Develop an interest in cultural and recreational pursuits.
9. Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
10. Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to the society.

FROM: The Goals of Basic Education for Alberta, 1978. A document prepared by the Curriculum Policies Branch, Edmonton: Alberta Education, 1977 (E.A. Torgunrud). Adopted by the Alberta Legislature, May 18, 1978.

Appendix I (c)

THE GOALS* OF SCHOOLING AND EDUCATION CLASSIFIED ACCORDING TO THE FOUR DOMAINS OF THE OUTCOMES OF EDUCATION

GOALS	OUTCOMES OF EDUCATION			
	Cognitive	Affective	Process	Psychomotor
Goals of Schooling	1	(1)**	(1)	(1)
	2	2	(2)	(2)
	(3)	3	3	
	4	4	4	4
	(5)	5	(5)	
	6	6	6	6
Goals of Education	(1)	1	(1)	
	(2)	2	(2)	
	(3)	3	(3)	
	(4)	4	(4)	(4)
	(5)	(5)	5	
	6	(6)	(6)	(6)
	(7)	7	(7)	
	8	8		
	9	9	(9)	
	(10)	10	(10)	

* From, The Goals of Basic Education for Alberta, 1978.

** Parentheses indicate the goal is less applicable for that particular Outcome Category.

NOTE: the number of goals in each of the Outcome categories. When several regional office consultants were asked to categorize the goals a remarkable consistency of opinion occurred.

FROM: Elements Related to Student Success in Schooling and Education. A paper presented for the consideration of the Minister's Advisory Committee on Student Achievement (MACOSA) by Dr. Gary R. Gay, Edmonton: Alberta Education, 1979.

Appendix I (d)

OUTCOMES OF EDUCATION: FOUR DOMAINS AND INDICATORS USED IN THEIR MEASUREMENT

DOMAIN	INDICATORS
Cognitive	1. I.Q. scores
	2. Grade point average (achievement)
	3. Reading scores
	4. Math scores
	5. Achievement growth
	6. Verbal scores
	7. Reasoning (mechanical, abstract)
	8. Vocational development
Affective	1. Satisfaction
	2. Creativity
	3. Self-concept
	6. Academic interest and aspiration
	5. Citizenship
	4. Attitude towards school and learning
	7. Motivation
	8. Attendance
Process	1. Inquiry or investigation skills
Psychomotor	

FROM: Elements Related to Student Success in Schooling and Education. A paper presented for the consideration of the Minister's Advisory Committee on Student Achievement (MACOSA) by Dr. Gary R. Gay, Edmonton: Alberta Education, 1978.

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APPENDIX I GOALS/232

Appendix 2

A DESCRIPTION OF THE 30 VIDEOTAPES PRODUCED BY DR. L. MIREAU FOR ALBERTA EDUCATION

VIDEOTAPES
FOR
EVALUATING AND IMPROVING TEACHING PERFORMANCE

This set of thirty videotapes has been produced by Dr. Laurie Mireau for Alberta Education as part of an administrator training package entitled Evaluating and Improving Teaching Performance: Inservice Kit. They are intended to be used in conjunction with a printed text, preferably in a group in-service setting. Basic information and classroom examples are presented in some of the tapes while other tapes of classroom instruction are to be used for coding practice by administrators who are fine-tuning their classroom observation and evaluation skills.

Sets of videotapes may be purchased from the School Book Branch, Alberta Education, 10410 - 121 Street, Edmonton, Alberta T5N 1L2 (Phone 403/427-2767). Purchase order forms should specify the following: number of sets, title (Evaluating and Improving Teaching Performance: Inservice Kit), format (either ½ inch VHS or Beta), and Attention: Mr. Ralph Goddard. The price of $400.00 per set includes containers and shipping.

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The text of Evaluating and Improving Teaching Performance: Inservice Kit and the accompanying thirty videotapes may not be reproduced for sales purposes.

VIDEOTAPES

45 to 60 Minutes Each

CHAPTER ONE, TAPE NO. 1-1 Accession Number: ______________

INTRODUCTORY TAPE

Dr. Laurie Mireau reviews some promising classroom research trends which have yielded promising directions for supervisors of instruction. The role of the supervisor, particularly as a classroom observer, is considered in detail. Characteristics of the effective classroom observer and some "Do's and Don't's" of observation and conferencing are also presented.

CHAPTER ONE, TAPE NO. 1-2 Accession Number: ______________

TEST TAPE

Before working through the activities in the entire kit, administrators are requested to view this 15-minute segment of classroom teaching and to prepare a set of formal statements about what was observed. This exercise is to be repeated after working through the kit. Heather Lynn, a Grade 2-3 teacher, demonstrates language arts activities.

CHAPTER ONE, TAPE NO. 1-3 Accession Number: ______________

THE B CONFERENCE

Elizabeth Harrison, a Teacher Effectiveness Consultant, and Heather Lynn, Grade 2-3 teacher, model both an A Conference (reinforcing the teacher on the effective use of a particular skill) and a B Conference (generating alternatives together for the use of the same skill in a future lesson).

CHAPTER ONE, TAPE NO. 1-4 Accession Number: ______________

THE C CONFERENCE

Elizabeth Harrison, a Teacher Effectiveness Consultant, and Merv Tuplin, Junior High School teacher, model both an A Conference (in which the teacher is reinforced for the effective use of a particular skill) and a C Conference (in which the teacher requests assistance with the implementation of a different skill and they jointly develop ways of using this skill in a future lesson).

CHAPTER ONE, TAPE NO. 1-5 Accession Number: ______________

CONFERENCING WITH A TEACHER IN DIFFICULTY

Peter Carstensen and Susan McKenzie, Instructional Processes Consultants, demonstrate approaches recommended for conferencing with teachers experiencing problems. At intervals they explain the rationale behind the particular procedures and counselling techniques they are using and they role-play several conferences occurring between a supervisor and a teacher.

CHAPTER TWO, TAPE NO. 2-1 Accession Number: ______________

OBSERVING CLASSROOM MANAGEMENT SKILLS

Dr. Laurie Mireau examines the pertinent aspects of many classroom management skills and supplements each explanation with illustrative video clips taken from lessons taught in eleven public school classrooms.

CHAPTER TWO, TAPE NO. 2-2 Accession Number: ______________

THE POWER STRUGGLE

Glen Haug, Teacher Effectiveness Consultant, demonstrates what to do and say when engaged in a power struggle with a student. Vignettes have been role-played with seven high school students and Glen debriefs the methods used at various points in the video tape.

CHAPTER THREE, TAPES NO. 3-1 AND 3-2 Accession Numbers: _________ and _________

OBSERVING INSTRUCTIONAL SKILLS

Dr. Laurie Mireau explains the main characteristics and rationale for the use of many classroom instructional skills. Each explanation is accompanied by several examples chosen from the videotaped lessons of eleven classroom teachers.

CHAPTER THREE, TAPES NO. 3-3 and 3-4 Accession Numbers: _________ and _________

STUDENT ENGAGED TIME A AND B

These two tapes each contain three segments of classroom teaching focusing on two students for approximately 15 minutes. The tapes afford the observer the opportunity of coding "student engaged time" and assessing the percentage of on-task behavior in a variety of classroom settings.

CHAPTER FOUR, TAPE NO. 4-1 Accession Number: ____________

OBSERVING VERBAL INTERACTION SKILLS

Dr. Laurie Mireau highlights verbal skills used in questioning students and in reacting to their response efforts. Examples of these skills in use have been selected from the videotaped lessons of eleven classroom teachers in Edmonton Public Schools.

CHAPTER FIVE, TAPE NO. 5-1 Accession Number: ____________

OBSERVING INTERPERSONAL SKILLS

Dr. Laurie Mireau briefly describes selected interpersonal skills and presents examples of these skills as demonstrated by the eleven teachers who were videotaped during classroom instruction.

CHAPTER FIVE, TAPE NO. 5-2 Accession Number: ____________

TEACHER HANDLING OF CONTROVERSIAL ISSUES

One lesson is included in this tape showing how class discussions on controversial issues might be handled.

CHAPTER SIX, TAPE NO. 6-1 Accession Number: ____________

GRADE 11 BIOLOGY

Peter Harris, Biology 20. Following a field trip to the Saskatchewan River bank, Peter provides his students with additional background information on pollution control measures used by the City to monitor the amount of pollution in the river.

CHAPTER SIX, TAPE NO. 6-2 Accession Number: ____________

GRADE 11 MATHEMATICS

Marilyn Nicholas, Math 30. Marilyn presents the binomial theorem to her class and assists them in understanding the derivation of the formula and in using it to solve equations.

CHAPTER SIX, TAPE NO. 6-3 Accession Number: ____________

GRADE 1

Faye Kay. Faye's students begin the day by working independently, under her close supervision, on several language arts tasks before participating in a lesson addressed to the whole class.

CHAPTER SIX, TAPE NO. 6-4 Accession Number: ___________

GRADE 5-6

Jim Johnson. Jim begins the afternoon with a class discussion combining the topics of peer pressure and problem-solving after which the class moves on to a creative composition period.

CHAPTER SIX, TAPE NO. 6-5 Accession Number: ___________

GRADE 12

Ted Thresher, Math 33. Ted reviews quiz questions on quadratic functions with the class and then moves on to teach the formal procedures to be used when solving equations using complex numbers.

CHAPTER SIX, TAPE NO. 6-6 Accession Number: ___________

GRADE 10

Denise Tremblay, French 10. Denise reviews the verb conjugations of etre and avoir in a game and then teaches how to use these verbs to form the passe compose tense. The class is conducted in French.

CHAPTER SIX, TAPE NO. 6-7 Accession Number: ___________

GRADE 8

Ric Rosborough, Science. Ric conducts an oral review of the concepts studied in the last science unit in preparation for the end of the year exam.

CHAPTER SIX, TAPE NO. 6-8 Accession Number: ___________

GRADE 7 ART

Ron Wigglesworth, Art. Ron assists his students to sharpen their observation skills through a series of exercises. After a surprise visit by two "creatures" the class is asked to draw what they have been able to observe.

CHAPTER SIX, TAPE NO. 6-9 Accession Number: ___________

GRADE 7 MATH

Merv Tuplin, Mathematics. Merv assists students in locating the variable in English story problems and in translating these problem statements into accurate mathematical equations.

CHAPTER SIX, TAPE NO. 6-10 Accession Number: ___________

GRADE 2-3

Heather Lynn. Heather works with the Grade Two's to review the use of the long and the short hand in telling time and the students are given a worksheet to complete while Heather works with the Grade Three's on three-digit addition.

CHAPTER SIX, TAPE NO. 6-11 Accession Number: ___________

GRADE ONE

Helen Mills. Helen reviews spelling words with the class and assists them in completing an exercise sheet using these words. Helen reads them an animal poem and the students then modify the poem by inserting their favorite animal instead.

PRACTICE KIT INSTRUCTION BOOKLET

Five additional videotapes are described in the instruction booklet which follows. They are designed to provide practice in the observing, recording and evaluating skills which were addressed in the preceding set of videotapes. The editor provides an introduction and preview information at the beginning of each tape. A review of the skills observed is provided at the end. Otherwise, uninterrupted classroom instruction is portrayed in lessons lasting about 30 minutes.

PLANNING FOR AN EVALUATION OF TEACHING PERFORMANCE

Practice Kit

Instruction Booklet

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Table of Contents

Criteria Chart and Descriptions (Chart A) 2

Videotape Numbers and Contents (Chart B) 5

Introduction 6

Tape 1 7

Tape 2 8

Tape 3 9

Tape 4 11

Tape 5 13

Chart A

Criteria Number	Criteria Name	Criteria Description
1.	Plans, Organization, and Implementation	Arrangements and procedures worked out in advance of instruction by the teacher and the extent to which these are appropriate and used.
2.	Academic Learning Time	The time a student is engaged with instructional materials or activities that allow a high level of success for that student.
3.	Teacher's Expectations	The appropriateness of the teacher's predictions of the individual's or group's achievements in a particular content area.
4.	Teacher's Awareness	Alertness to pupil behavior at all times; "withitness," having "eyes in the back of one's head" (Kounin, 1970).
5.	Concurrent Tasks Management	The efficiency and ease with which a teacher handles various classroom activities at the same time.
6.	Pace of Instruction	The rate at which learning experiences are provided for pupils by the teacher.
7.	Classroom Management	The teacher's facility to anticipate, prevent and deal satisfactorily with pupils' interpersonal and academic difficulties. Success in appropriately disciplining pupils.

Criteria Number	Criteria Name	Criteria Description
8.	Feedback to Pupils	Verbal and non-verbal responses to students.
9.	Time on Task	Engaged time; the time a student is attending to instruction in a particular content area.
10.	Enthusiasm	Teacher's display of eagerness and zeal.
11.	Clarity of Instruction	The communication of the teacher is such that the students are totally informed about what they should be doing, where to do it, and for how long, in order to ensure that students do not lose time because they are confused or because they are waiting for decisions to be made.
12.	Task Oriented/ Businesslike Orientation	The degree of academic focus and the teacher's directness in providing academically focussed instruction.
13.	Variability of Instruction	The appropriate use of variety in providing learning experiences for pupils.
14.	Flexibility	The ease with which the teacher adapts and adjusts satisfactorily to varying factors in the classroom setting.
15.	Understanding of Instructional Goals	The pupils' comprehension about what they should be doing, where to do it, and for how long.

Criteria Number	Criteria Name	Criteria Description
16.	Teacher Centred/Direct Instruction	"An instructional strategy where time spent on instruction is sufficient and continuous, content covered is extensive, goals are clear to students, materials are structured and sequential, questions are low level to produce many correct student responses, student progress is monitored, feedback is immediate and correct responses are reinforced. With direct instruction, the teacher sets the goals, plans the activities, chooses the material; questions are convergent, not divergent; interaction is structured, not authoritarian; tasks are cognitive oriented, not humanistic" (Ornstein, 1984: 343).
17.	Praise and Encouragement/Criticism	The appropriate use of positive (e.g., praise and encouragement) and negative (e.g., criticism) reinforcement methods.
18.	Individualization of Instruction	Teaching adapted to the background, ability, and needs of individual learners.
19.	Questioning Techniques	Matching the types of questions asked of the student to the characteristics of the student and to the instructional objectives.

Chart B

Videotape Numbers and Contents

Videotape Number	Lesson	Grade Level	Subject	Counter Footage	Counter Time
1	A	Junior High School	Social Studies	000	000
	B	High School	Statistics		18:34
2	A	High School	French	000	000
	B	Grade 2/3	Language Arts		31:20
3	A	High School	Mathematics	000	000
	B	Junior High School	Calligraphy		14:30
	C	Junior High School	Mathematics		29:38
4	A	Junior High School	Art	000	000
	B	Grade 1	Mathematics		17:55
5	A	Grade 1	Math/L. Arts	000	000
	B	Grade 1	Language Arts		27:30

Introduction

Purpose: To present eleven edited lessons for evaluators to practice identifying and/or recording observable teaching behaviors.

This practice kit consists of five videotapes of eleven edited lessons ranging from grade one through high school, along with an Instruction Booklet. These materials were developed by Alberta Education, Planning Services Branch, in conjunction with a four volume publication: Planning for an Evaluation of Teaching Performance, and the Initiation to Teaching Project. A training kit consisting of videotapes and text, to be used before the practice kit, is also available. The text, Planning for an Evaluation of Teaching Performance, Volumes I, II, III and IV, will be made available to every school jurisdiction in the province.

The nineteen criteria upon which the kit is based (Chart A) are teaching behaviors that have shown through numerous empirical studies to correlate to student achievement. A more complete explanation of the criteria selected is to be found in Planning for an Evaluation of Teaching Performance, Volume I.

Each lesson in the kit is an edited version of an actual classroom situation. Care was taken to retain the continuity of the lesson as intended by the teacher. Before some lessons teachers and/or students were asked to role-play certain behaviors in order to present outcomes helpful to the user of these practice videotapes.

A brief introduction precedes each lesson and specifies observable behaviors from Chart A that will be found in the teaching performance. Suggestions for use of the practice videotapes follow:

1. Teaching performance supervisors: Superintendents, principals, assistant principals and other formal evaluators, either individually or in groups, may employ this practice kit:

    - to identify specific teacher behaviors that contribute to effective teaching
    - to record teacher performance on locally developed, or otherwise obtained, instruments
    - to improve recorder reliability by practising and then comparing data collected in small groups
    - to assist in selecting or developing instrumentation
    - to determine the usefulness and type of information an instrument offers
    - to discover possible personal biases and assumptions about effective teaching behaviors

2. Teacher self-evaluation: Individual teachers may find the practice tapes useful in appraising their own teaching performance for the following purposes:

    - to identify specific effective teaching behaviors
    - to analyse personal performance in relation to the effective teaching behaviors presented in each lesson
    - to assess the impact of skills presently in use
    - to assist in detecting and solving problem teaching patterns
    - to stimulate variations in teaching behaviors
    - to assist in the peer evaluation process

Tape 1: **35:52 minutes** **Accession Number:**__________

Lesson 1A: Junior High School - Social Studies (Grade 9)
(18:34 minutes)

3/4 000
VHS ____________
Yours ____________

Clarity of Instruction
Plans, Organization and Implementation
Classroom Management
Pace of Instruction
Enthusiasm

A student role plays during part of this lesson on Russian history to show some helpful classroom management strategies used by the teacher, such as, low key verbal techniques and direct discipline. Ron approaches the student on several occasions asking him to behave appropriately. When the disruptive behavior occurs for the fourth time, Ron asks Mike to leave the room to return only when he is ready to behave as accepted by the teacher. Ron uses a variety of teaching aids such as the trough, sponges and the ship which indicate lesson planning and organization of materials were present. The lesson objectives, review and new material are clearly delivered by the teacher to facilitate student understanding of goals and objectives. After lecturing on Peter the Great, Ron asks pupils to make their own notes which acts as a check for the teacher regarding his intructional pace and also assists in making students accountable for the material presented.

Accession Number: __________

Lesson 1B: High School - Statistics (Grade 12)
(17:18 minutes)

3/4 ____________
VHS ____________
Yours ____________

Clarity of Instruction
Academic Learning Time
Pace of Instruction
Praise and Encouragement/Criticism
Task Oriented/Businesslike Orientation

This lesson on the use of Z-scores is delivered in a businesslike, direct manner. Marilyn offers praise and encouragement to individual students as she monitors seatwork. Clear delivery of lesson content through the use of examples and board work, as well as assigning related questions maximize academic learning time.

Tape 2: **47:10 minutes** **Accession Number:** ________

Lesson 2A: High School French (Grade 10)
(31:20 minutes)

3/4" 000
VHS ________
Yours ________

Questioning Techniques
Classroom Management
Enthusiasm
Academic Learning Time
Teacher's Awareness
Feedback to Pupils

This high school French lesson on the verb tense "passé composé" offers numerous effective teaching behaviors. Denise employs low key classroom management strategies as she calls upon students to respond to her questions. Her continuous and enthusiastic verbal feedback to pupils assists in maintaining their attention and thus teacher control. Denise's movement around the U-shaped seating arrangement facilitates her awareness of student behavior.

Accession Number: ________

Lesson 2B: Grades 2/3 -Language Arts
(15:50 minutes)

3/4" ________
VHS ________
Yours ________

Clarity of Instruction
Concurrent Tasks Management
Individualization of Instruction
Classroom Management
Enthusiasm

This teacher begins by clearly introducing the upcoming events of the morning, and then specifies the objectives of this particular lesson. Heather employs a variety of low key classroom management strategies such as eye contact, hand gestures, touching, and calling out names of inattentive students to focus pupils' attention back on task. She displays concurrent tasks management as she corrects students' spelling and monitors classroom behavior in this split grade 2/3 class.

Tape 3: **51:30 minutes** **Accession Number:** ________

Lesson 3A: High School - Mathematics (Grade 12)
(14:30 minutes)

3/4" 000
VHS ________
Yours ________

Clarity of Instruction
Teacher's Expectations
Academic Learning Time
Teacher Centered/Direct Instruction
Praise and Encouragement/Criticism

Numerous effective teaching strategies are employed by this high school mathematics teacher. Ted uses direct instruction to clearly outline the unit objectives and lesson objectives and to review past work. He reviews and teaches new material by calling upon students to respond to questions from the board. Lecture, questioning and seatwork provide academic learning time for student understanding of course material. The teacher praises and encourages students as he moves around the classroom and at one point criticizes a student's work and compares those efforts to another student's - reinforcing the high expectations he has for student work.

Accession Number: ________

Lesson 3B: Junior High - Calligraphy (Grade 7)
(15:08 minutes)

3/4" ________
VHS ________
Yours ________

Teacher Expectations
Classroom Management
Individualization of Instruction
Feedback to Pupils
Questioning Techniques

A brief reading period precedes the calligraphy class on this videotape. The low key classroom management strategy of teaching rules, routines and procedures appears to be in effect as this lesson progresses. Pupils know that they will be asked to recall announcements; they know the day begins with a reading period during which some students will be asked to give a summary of their book. The teacher's expectations are relayed to the students in the calligraphy class during the introduction of lesson objectives and again while he assists individual students as they complete their letters. Merv employs questioning techniques with pauses to handle the review.

Accession Number: ________

Lesson 3C: Junior High - Mathematics (Grade 7)
(21:52 minutes)

3/4" ____________
VHS ____________
Yours ____________

Classroom Management
Task Oriented/Businesslike Orientation
Pace of Instruction
Questioning Techniques
Praise and Encouragement/Criticism
Time-on-Task

The teacher greets students at the door which is a classroom management strategy that can defuse problem behavior and make students feel welcome. Merv uses a quiz at the beginning of this lesson to review past material. Correcting homework also acts as a review. Examples of assisting students to correctly answer homework questions are displayed. Students are allowed time to complete tasks assigned.

Tape 4: 30:25 minutes

Accession Number: ____

Lesson 4A: Junior High - Art (Grade 7)
(17:55 minutes)

3/4" 000
VHS ____
Yours ____

Plans, Organization and Implementation
Praise and Encouragement/Criticism
Individualization of Instruction
Variability of Instruction
Enthusiasm

This teacher has planned and organized this lesson as evident in his introduction of new material and lesson objectives. Ron uses praise, encouragement and criticism on an individual basis to direct student behaviors and outcomes.

Accession Number: ____

Lesson 4B: Grade 1 - Mathematics
(12:30 minutes)

3/4" ____
VHS ____
Yours ____

Questioning Techniques
Plans, Organization and Implementation
Praise and Encouragement/Criticism
Enthusiasm
Variability of Instruction

This instructor reviews past material using questioning techniques and offers praise and encouragement to respondents. Faye varies instruction throughout this math lesson by progressing from questions, to boardwork, to reinforcing games and finally to worksheets. As students complete seatwork, she monitors their understanding of material on an individual basis. The math games played during part of the lesson are an indication of teacher pre-class organization and in-class implementation of plans.

Tape 5: **44:20 minutes** **Accession Number:** __________

Lesson 5A: Grade 1 - Mathematics, Language Arts
(27:30 minutes)

3/4" 000
VHS __________
Yours __________

Individualization of Instruction
Praise and Encouragement/Criticism
Classroom Management
Concurrent Tasks Management
Teacher's Awareness

This teacher uses a game to review the numbers from 0 to 100 in her grade one math class. Students are then given time to practice using worksheets while the teacher gives individual assistance as she monitors seatwork. Helen uses riddles to encourage a smooth and quick transition from math to language arts. Low key, non-verbal classroom management strategies occur as Helen uses eye contact, gestures, facial expressions and moves closer to disruptive students in order to return them to on task behavior. Direct discipline is also evident as a classroom management technique. The teacher's awareness of distracting behavior allows her to stop major disruptions before they occur. The fact that Helen monitors student behavior, continues with the lesson, and completes board work shows concurrent tasks management.

Accession Number: __________

Lesson 5B: Grade 1 - Language Arts
(16:50 minutes)

3/4" __________
VHS __________
Yours __________

Classroom Management
Concurrent Tasks Management
Individualization of Instruction
Academic Learning Time
Time-on-Task

Concurrent tasks management could be the focus of this teacher's performance. Faye seems to be doing five activities at once as some students request assistance about the topic and others require monitoring. Low key classroom management techniques are employed by this teacher to ensure students are on task. Faye offers individual assistance to students as they write their stories about a time when someone said "no" to them.